NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

NINTH YEARBOOK

of the NATIONAL ASSOCIATION *of* SECONDARY-SCHOOL PRINCIPALS

Edited by

H. V. CHURCH

Secretary of the Association

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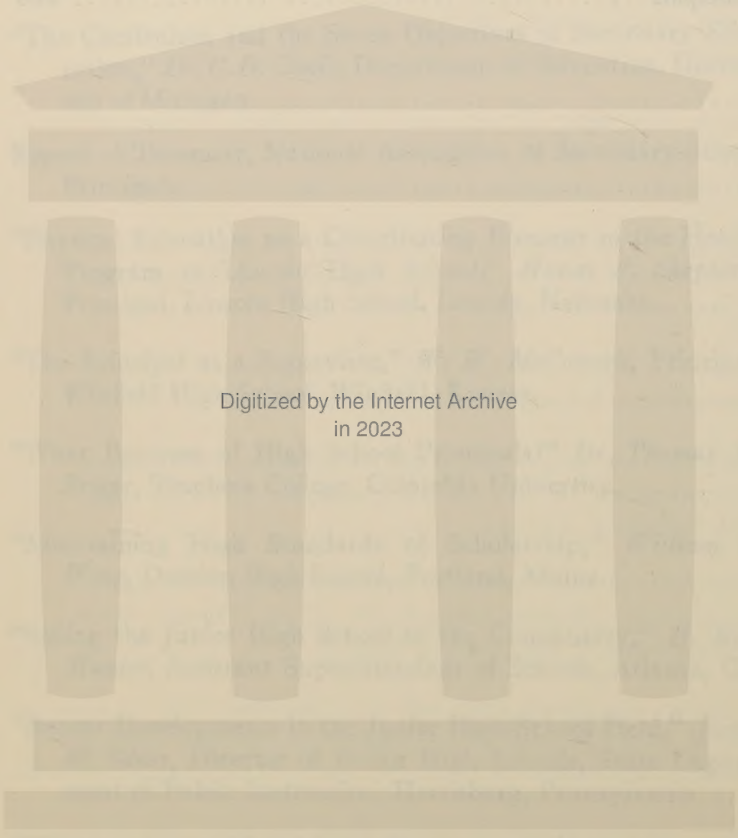

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1925-1926

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1925

1919 Harry D. Abells, S.B., '97.
1898, *Superintendent,* Morgan Park Military Academy; Chicago, Illinois.

1923 T. J. Abernethy, A.B., '17.
1921, *Principal,* Ellsworth High School; Ellsworth, Maine.

1920 Walter S. Adams, B.E., '20.
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1922 Lincoln J. Aikins, A.B., '19.
1921, *Principal,* Limington Academy; Limington, Maine.

1924 Winfred C. Akers, A.B., '93.
1913, *Headmaster,* High School; Brookline, Massachusetts.

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1923, *Superintendent,* Sargent Consolidated School; Monte Vista, Colorado.

1925 O. D. Alcorn.
Box 125, La Rose, Illinois.

1924 Lester F. Alden, A.B., '06.
1919, *Principal,* High School; Chelmsford, Massachusetts.

1924 Fred M. Alexander, B.A., '21.
1917, *Principal,* Newport News High School; Newport News, Virginia.

1924 H. E. Alexander.
Limerick, Maine.

1919 J. A. Alexander, A.B., '16; A.M., '19.
1920, *Superintendent,* Windsor Community High School; Windsor, Illinois.

1922 Alden W. Allen, B.S., '16.
1924, *Principal,* Rockland High School; Rockland, Maine.

1924 A. W. Allen.
Kansas City, Kansas.

1923 Charles Forrest Allen, Ph.B., '17; A.M., '24.
1921, *Principal,* West Side Junior High School; Little Rock, Arkansas.

1924 Charles F. Allen.
Columbia University, New York City.

1924 David J. Allen.
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1924 Jessie E. Allen, A.B.
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Ligonier, Indiana.

1925 Thomas Allen.
Belchertown, Massachusetts.

1921 W. O. Allen, B.Ped., '10.
1919, *Principal,* Washington Irving Junior High School; Des Moines, Iowa.

1923 W. S. Allen, A.B., '12; A.M., '15; Ph.D., '23.
1919, *Professor of Secondary Education,* Baylor University, Waco, Texas.

1924 Carl W. Allison, A.B., '13; A.M., '22.
1922, *Principal,* Junior-Senior High Schools; Gilbert, Minnesota.

1922 R. Y. Allison.
Pekin, Illinois.

1919 Sister Mary Aloysius, B.A., '19.
1920, *Principal,* Villa de Chantal; Rock Island, Illinois.

1924 H. J. Alvis.
East St. Louis, Illinois.

1925 Curtis E. Ambrose.
Mahomet, Illinois.

1925 Reverend A. F. Amilault.
Columbus College; Sioux Falls, South Dakota.

1924 J. C. Amon.
Bellevue, Pennsylvania.

1925 Roberta Amrine.
Sycamore, Illinois.

1925 Charles W. Anderson.
Ohio, Illinois.

1925 James G. Anderson.
West Medway, Massachusetts.

1924 Robert J. Anderson.
North Brookfield, Massachusetts.

1924 Roy R. Anderson, A.B., '18; A.M., '23.
1920, *Principal,* Central High School; Cleveland, Tennessee.

1924 W. A. Anderson.
Sedgwick High School; Julesburg, Colorado.

1924 Adelbert O. Andrew.
Cambria, California.

1925 Arthur Andrews.
Central High School; Grand Rapids, Michigan.

1924 H. P. Andrews.
Winterport, Maine.

1925 Donald J. Andrews, B.S., '22.
1923, *Principal,* Chautauqua High School; Chautauqua, Kansas.

1924 Walter E. Andrews.
Holbrook, Massachusetts.

1923 Earl W. Anibal, Ph.B., '08; A.M., '23.
1920, *Principal,* Senior and Junior High School; Glen Ridge, New Jersey.

1924 H. J. Antholz.
1921, *Principal,* Spooner City Schools; Spooner, Wisconsin.

1924 William Bigelow Appleton, A.B., '13.
1920, *Principal,* Northbridge High and Junior High School; Whitinsville, Massachusetts.

1924 Herbert H. Archibald.
Natick, Massachusetts.

1924 G. E. Archilla, A.B., '13; S.T.B., '16.
1923, *Principal,* Mayaguez High School; Mayaguez, Porto Rico.

1921 A. E. Arendt.
Collinsville, Illinois.

1924 Frederic S. Armstrong, A.B., '23.
1920, *Principal,* Dartmouth High School; South Dartmouth, Massachusetts.

1921 J. E. Armstrong.
Principal, Englewood High School; Chicago, Illinois.

1925 R. J. Armstrong.
St. Charles, Michigan.

1923 E. R. Arndt, A.B., '16.
1922, *Principal,* Strawn High School; Strawn, Kansas.

1924 Frank E. Arnett.
White Sulphur Springs, West Virginia.

1925 J. Shaller Arnold, A.B., '23.
1924, *Superintendent,* Benton Consolidated Schools; Benton, Kansas.

1922 Harry R. Atkinson, A.B., '05.
1910, *Principal,* Battle Creek High School; Battle Creek, Michigan.

1925 Stewart B. Atkinson.
Upton, Massachusetts.

1924 Donald V. Atwater.
Easton, Maine.

1925 F. D. Augsburger, A.B., '21.
1921, *Principal,* Rural High School; Buhler, Kansas.

1924 Lulu Auracher.
Girls' Adviser, Lincoln High School; Des Moines, Iowa.

1925 E. T. Austin.
Sterling, Illinois.

1923 Louis B. Austin, Ph.B., '97; A.M., '00; A.B., '04.
1914, *Principal,* Business High School; Pittsburgh, Pennsylvania.

1925 W. A. Austin, A.B., '20.
1923, *Superintendent,* Brewster Consolidated Schools; Brewster, Kansas.

1925 Forest G. Averill.
Greenville, Michigan.

1924 John A. Avery, A.B., '91.
1911, *Headmaster,* High School; Somerville, Massachusetts.

1918 JOHN M. AVERY, A.B., '14.
1914, *Principal,* Public High School; Hillsboro, Illinois.

1924 GEORGE E. AXTELLE, B.S., '23.
1924, *Principal,* Honokaa Junior High School; Honokaa, Hawaii.

1924 GEORGE E. AXTELLE.
Parkdale High School, Parkdale, Oregon.

1925 J. WARREN AYER.
Los Gatos Union High School; Los Gatos, California.

1924 E. S. BABCOCK.
Principal, Utica Free Academy; Utica, New York.

1924 W. L. BACHRODT.
San Jose, California.

1923 GRACE W. BACKUS, B.A., '04.
1918, *Principal,* East Junior High School; Warren, Ohio.

1922 F. L. BACON, A.B., '12; A.M., '15.
1922, *Principal,* Newton High School; Newtonville, Massachusetts.

1918 W. C. BAER, A.B., '11.
1913, *Principal,* Danville High School; Danville, Illinois.

1922 JOHN FRANKLIN BAILEY, A.B., '03; A.M., '04.
1912, *Principal,* Servin Junior High School; Pittsburgh, Pennsylvania.

1922 ARTHUR C. BAIRD, A.B., '99.
1918, *Vice Principal,* Fifth Avenue High School; Pittsburgh, Pennsylvania.

1924 PAUL R. BAIRD, A.B., '12; A.M., '15.
1921, *Principal,* Lenox High School; Lenox, Massachusetts.

1922 WILLIAM J. BAIRD, A.B., '18; A.M., '21.
1921, *Principal,* Jefferson County High School; Boyles, Alabama.

1925 H. H. BAKER, A.B., '20.
1922, *Superintendent,* Milton Schools; Milton, Kansas.

1924 J. MURRAY BAKER.
South Chatham, Massachusetts.

1923 H. LEIGH BAKER, A.B., '20; B.S.A., '22.
1923, *Principal,* Senior High School; Wellington, Kansas.

1924 RUSSELL D. BAKER.
Casco, Maine.

1924 W. A. BALDAUF, B.A., '10.
1923, *Principal,* Ely Memorial High School; Ely, Minnesota.

1924 E. W. BALDUF.
Central Evening Preparatory School; Chicago, Illinois.

1924 FRED H. BALDWIN, A.B., '07.
Superintendent of Schools; Westport, Massachusetts.

1921 JAMES H. BALDWIN, B.S., '22.
1922, *Principal,* Chrisman Township High School; Chrisman, Illinois.

1924 RICHARD R. BALKEMA, A.B., '13.
1923, *Principal,* Weatherwax Senior High School; Aberdeen, Washington.

1925 O. P. Ballintine.
Union High School; Torentum, Pennsylvania.

1924 George J. Balzer, A.B., '02; A.M., '09.
1911, *Principal,* Washington High School; Milwaukee, Wisconsin.

1923 Claude Barber, B.A., '20; M.A., '21.
1921, *Principal,* Hominy High School; Hominy, Oklahoma.

1924 Floyd R. Barber.
1923, *Superintendent,* Salmon Public Schools; Salmon, Idaho.

1924 V. H. Barker, B.S., '21.
1923, *Superintendent of Schools;* Chenoa, Illinois.

1923 Josephine Barnaby, B.Ph., '96.
1916, *Principal,* Shaw High School; East Cleveland, Ohio.

1923 John R. Barnes, A.B., '21; A.M., '23.
1921, *Principal,* Lawrence Junior High School; Lawrence, Kansas.

1922 Percival Barnes, A.B., '17; A.M., '18.
1919, *Superintendent of Schools,* East Hartford Public School; East Hartford, Connecticut.

1919 V. G. Barnes, Ph.B., '08.
1915, *Principal,* Central High School; Madison, Wisconsin.

1924 Ellis M. Barnett.
Sweetwater, Texas.

1921 J. W. Barney, A.B., '10.
1920, *Principal,* Munising High School; Munising, Michigan.

1925 G. O. Barr.
Wyoming, Illinois.

1925 H. L. Barr.
Buckley, Illinois.

1923 Anna E. Barrett, B.A., '18.
1922, *Principal,* Lyons High School; Clinton, Iowa.

1923 A. J. Bartholomew, A.B., '16; A.M., '21.
1918, *Principal,* Summit High School; Summit, New Jersey.

1925 W. A. Barton.
Southeastern State Teachers' College; Durant, Oklahoma.

1924 C. H. Barts.
Pleasant Plains, Illinois.

1923 W. W. Bass, A.B., '13.
Principal, Senior High School; Chanute, Kansas.

1925 Paul A. Bassett.
Winchendon, Massachusetts.

1922 George A. Bassford, Ph.B., '17; M.A., '22.
1922, *Principal,* Ashland High School; Ashland, Wisconsin.

1924 Roland C. Batchelder, B.S., '21.
Batten High School; Linden, New Jersey.

1924 Charles S. Bates.
North Yarmouth Academy; Yarmouth, Maine.

1924 Harold S. Bates, B.S., '21.
1923, *Principal,* Petoskey High School; Petoskey, Michigan.

1921 L. W. Bates, B.S., '13.
1920, *Principal,* High School; Cherokee, Iowa.

1925 H. A. Bathrick.
East Technical High School; Cleveland, Ohio.

1925 J. Elmer Bathurst.
Junior College; Wessington Springs, South Dakota.

1924 W. H. Batson.
Vermilion, South Dakota.

1925 M. W. Baumgarten.
Cerro Gordo, Illinois.

1923 L. L. Beahm.
Canon City High School; Delta, Colorado.

1918 R. G. Beals, A.B., A.M.
1922, *Principal,* DeKalb Township High School; DeKalb, Illinois.

1925 Albert M. Bean.
Gloucester City, New Jersey.

1924 Orel M. Bean, A.B., '10.
1916, *Principal,* Woburn High School; Woburn, Massachusetts.

1916 Wilfred F. Beardsley, A.B., '93.
1906, *Principal,* Evanston Township High School; Evanston, Illinois.

1923 Bancroft Beatley, A.B., '15; A.M., '16; Ed.D., '23.
1920, *Assistant Professor of Education,* Harvard Graduate School of Education; Cambridge, Massachusetts.

1923 E. C. O. Beatty, A.B., '16.
1923, *Principal,* Community High School; Woodstock, Illinois.

1924 C. A. Beaver, B.S., '13.
1922, *Principal,* Yankton High School; Yankton, South Dakota.

1922 W. E. Beck, B.S., '00; M.S., '02.
1917, *Principal,* Iowa City High School; Iowa City, Iowa.

1918 Grant Beebe, B.S., '88.
1924, *Principal,* Lane Technical High School; 1225 Sedgwick St., Chicago, Illinois.

1920 R. E. Beebe, A.B., '13; A.M., '16.
1920, *Principal,* Township High School; Mendota, Illinois.

1925 H. H. Beechler.
Hazel Park High School; Royal Oak, Michigan.

1925 Leon F. Beecher.
Dana, Illinois.

1923 H. H. Beecher.
St. Clair, Michigan.

1925 Gerald W. Behau.
Plano, Illinois.

1924 Edwin Milton Belles, A.B., '20; A.M., '24.
1924, *Professor,* University of Kansas; Lawrence, Kansas.

1921 P. E. Belting, A.B., '12; A.M., '18; Ph.D., '19.
1919, *Assistant Professor Secondary Education,* University of Illinois; Urbana, Illinois.

1920 Frank A. Ben, A.B., '19; M.A., '22.
1921, *Superintendent,* Hebron High School; Hebron, Illinois.

1924 J. F. Benham.
709 Hill Street, Maple Park, Illinois.

1924 L. E. Bennett, A.B., '04.
1921, *Supervising Principal,* Homestead High School; Homestead, Florida.

1925 P. B. Bennett.
Bayard, Iowa.

1925 May Benroth.
Convoy High School; Convoy, Ohio.

1924 Emil Benthack, B.S., '23.
1921, *Superintendent of Schools,* Arnold Public School; Arnold, Nebraska.

1922 Elma H. Benton, A.B., A.M.
1919, *Principal,* Hosmer Hall; St. Louis, Missouri.

1925 J. G. Berdahl.
Augustana College; Sioux Falls, South Dakota.

1925 M. E. Bern, B.S., '19.
1921, *Principal,* Junior High School; Ft. Scott, Kansas.

1925 M. Sebastian Berry, Sr., A.B., '13.
1922, *Superintendent,* St. Paul Schools; St. Paul, Kansas.

1923 Lindsey Best, B.A., '99; M.A., '02.
1909, *Principal,* Plainfield High School; Plainfield, New Jersey.

1924 Martha Best.
Redford, Michigan.

1924 Herman B. Betts.
Classical High School; Lynn, Massachusetts.

1924 C. L. Biedenbach, A.B., '86; A.M., '93.
1912, *Principal,* Senior High School; Berkeley, California.

1918 Fred L. Biester, A.B., '14.
1919, *Principal,* Glenbard Township High School; Glen Ellyn, Illinois.

1924 D. L. Biemesderfer, A.B., '21.
1924, *Principal,* Manor Township Public Schools; Millersville, Pennsylvania.

1923 E. R. Biggers.
Hartland Academy; Hartland, Maine.

1925 A. G. Billings.
Cornell, Illinois.

1922 Forrest W. Binnion, A.B., '21.
1924, *Superintendent and Principal,* Magnolia High School; Magnolia, Illinois.

1924 E. F. Birckhead.
Winchester, Kentucky.

1924 Herman D. Bishop.
McConnelsville, Ohio.

1919 F. L. Black, A.M., '08.
1922, *Principal,* Princeton Township High School; Princeton, Illinois.

1919 H. B. Black, B.S., '11.
1921, *Superintendent,* Mattoon City Schools; Mattoon, Illinois.

1922 Ward N. Black, A.B., '12.
1921, *Principal,* Georgetown Township High School; Georgetown, Illinois.

1917 H. E. Blaine, A.B., '99.
1912, *Principal,* Joplin High School; Joplin, Missouri.

1924 Parr Dalton Blair, A.B., '05; A.M., '08.
1911, *Superintendent,* Crawford County Schools; Meadville, Pennsylvania.

1923 Joseph E. Blaisdell.
Hallowell, Maine.

1923 H. A. Blake, A.B., '02.
1919, *Principal,* N. H. Fay High School; Dexter, Maine.

1925 Sister M. Blanche.
St. Xavier's Academy; Ottawa, Illinois.

1924 Robert H. Blee, B.S., '07.
1918, *Principal,* Puente Union High School; Puente, California.

1916 Louis J. Block, A.B., '68; A.M., '72; Ph.D., '82.
1895, *Principal,* John Marshall High School; 3250 W. Adams Street, Chicago, Illinois.

1925 R. O. Blough, A.B., '23; B.S., '23.
1923, *Principal,* Rural High School; Leon, Kansas.

1923 Hal G. Blue, A.B., '23.
1923, *Principal,* Teachers' College High School; Greeley, Colorado.

1924 H. J. Blue.
Carlinville, Illinois.

1919 Board of Education.
Methodist Episcopal Church; 150 Fifth Avenue, New York.

1919 Charles W. Boardman, Ph.B., '08.
1922, *Principal,* West High School; Minneapolis, Minnesota.

1924 A. G. Bobbitt.
Oak Park, Illinois.

1920 O. L. Bockstahler, A.B., '12.
1921, *Principal,* Palestine Township High School; Palestine, Illinois.

1924 B. A. Boese.
Hurley, South Dakota.

1916 Wm. J. Bogan, Ph.B., '09.
1905, *Principal,* Lane Technical School; 1225 Sedgwick Street, Chicago, Illinois.

1925 C. F. Boldt.
Muskegon Heights, Michigan.

1924 Arthur W. Boley.
1923, *Principal,* Cooksville Community High School; Cooksville, Illinois.

1924 Gladys Boller.
Principal, High School; Elkhart, Iowa.

1923 C. F. Bolt, B.A., '10.
Principal, Junior-Senior High School; Muskegon Heights, Michigan.

1925 Raleigh B. Boober.
Provincetown, Massachusetts.

1924 Louis M. Boody.
Hyannis, Massachusetts.

1924 Nelle Booher, A.B., '23.
1923, *Principal,* High School; Central City, Nebraska.

1925 T. J. Borjesson.
Winter Harbor, Maine.

1922 B. F. Boring.
1922, *Principal,* Willow Hill Township High School; Willow Hill, Illinois.

1925 O. L. Borkstahler.
Waverly, Illinois.

1924 F. H. Bosse.
Evansville, Indiana.

1921 John H. Bosshart, A.B., '02.
1920, *Principal,* Columbia High School; South Orange, New Jersey.

1921 A. W. Boston.
Sanford, Maine.

1920 Clarence W. Bosworth, A.B., '09; A.M., '10.
1917, *Principal,* Cranstom High School; Auburn, Rhode Island.

1918 E. O. Bottenfield, Ph.B., '16.
Anna, Illinois.

1923 James C. Boudreau.
1920, *Director of Art,* Board of Public Education; 716 Fulton Building, Pittsburgh, Pennsylvania.

1922 J. R. Bouton.
Sidell, Illinois.

1919 B. R. Bowden, Ph.B., '17; Ph.M., '18.
1917, *Superintendent of Schools, Principal,* Community High School; Gilman, Illinois.

1922 R. D. Bowden.
Havana, Illinois.

1923 H. E. Bowman.
Lisbon Falls, Maine.

1925 C. J. Bowman.
Central High School; Akron, Ohio.

1924 Hazel I. Bown, B.S., '23.
1923, *Principal,* High School; Milford, Iowa.

1924 D. L. Boyd.
Carmi, Illinois.

1924 Hugh J. Boyd.
Portland, Oregon.

1924 Edwin M. Boyne, A.B., '20.
1923, *Principal,* Midland High School; Midland, Michigan.

1918 E. L. Boyer.
Principal, Bloom Township High School; Chicago Heights, Illinois.

1921 Ray H. Bracewell, B.S., '15.
1919, *Principal,* High School; Burlington, Iowa.

1924 John L. Bracken, A.M., '22.
1923, *Superintendent,* Clayton Public Schools; Clayton, Missouri.

1925 P. W. Bradbury.
Winn, Maine.

1917 Charles A. Bradley, U. S. Military Academy, '77; D.Sc., '16.
1893, *Principal,* Manual Training High School; 2243 Race Street, Denver, Colorado.

1924 Marie T. Bradley.
Malden Community High School; Malden, Illinois.

1925 C. R. Bradshaw.
Saginaw, Michigan.

1925 Fred G. Brady, B.S., B.Ed., '23.
1922, *Principal,* High School; Delphos, Kansas.

1925 Reverend J. M. Brady.
Notre Dame Academy; Mitchell, South Dakota.

1924 Clifford S. Bragdon, B.A., '00; M.A., '18.
1917, *Principal,* New Rochelle High School; New Rochelle, New York.

1925 F. J. Bragg.
Evart, Michigan.

1924 P. N. Bragg, B.A., '15.
1923, *Principal,* Ft. Smith High School; Ft. Smith, Arkansas.

1920 S. M. Brame, A.B., '02.
1909, *Principal,* Bolton High School; Alexandria, Louisiana.

1924 E. W. Brammell, A.B., '23.
1923, *Principal,* Downs High School; Downs, Kansas.

1925 L. J. Brande.
Elkton, South Dakota.

1919 H. D. Brasefield, Ph.B., '91.
1917, *Principal,* Fremont High School; 460 Hanover Avenue, Oakland, California.

1922 James F. Brashears.
1919, *Superintendent,* Community Consolidated School; Joy, Illinois.

1924 J. J. Brehm.
Principal, Camp Curtis Junior High School; Harrisburg, Pennsylvania.

1916 Jacob P. Breidinger, A.B., '85; A.M., '88.
1901, *Principal,* High School; 15 North Franklin Street, Wilkes-Barre, Pennsylvania.

1923 Robert H. Brennecke, Jr., B.A., '98; B.D., '00.
1922, *Superintendent,* Moravian Preparatory School; Bethlehem, Pennsylvania.

1919 R. J. Bretnall.
Boulder, Colorado.

1917 Francis A. Brick, A.B., '96.
1917, *Principal,* Bayonne High School; Bayonne, New Jersey.

1916 C. P. Briggs, A.B., '01.
1920, *Principal,* Lakewood Senior High School; Lakewood, Ohio.

1916 Thomas H. Briggs, Ph.D., '14.
1915, *Professor of Education,* Teachers College, Columbia University; 525 West 120th Street, New York City, New York.

1925 Walter E. Briggs.
West Newbury, Massachusetts.

1920 L. O. Bright, A.B.
1920, *Principal,* Antioch Township High School; Antioch, Illinois.

1924 Ira Shearer Brinser, A.B., '20; Ed.M., '21.
1921, *Superintendent of Schools,* Lewes Public Schools; Lewes, Delaware.

1920 J. H. Brill, A.B., '14.
1920, *Superintendent of Schools,* Bement Public Schools; Bement, Illinois.

1920 A. B. Bristow, B.A., '05; M.A., '15.
1920, *Principal,* Matthew Fontaine Maury High School; Norfolk, Virginia.

1925 William H. Bristow.
Melford, Pennsylvania.

1922 K. O. Broady, B.S., '20.
1922, *Principal,* Lincoln High School; Lincoln, Kansas.

1925 Ralph Broede.
Bloomville High School; Bloomville, Ohio.

1923 Eva J. Brokaw.
Clarinda, Iowa.

1924 Edgar J. Brong, Ph.B., '17; B.S., '18; M.S., '20.
1923, *Principal,* Fillmore Union Free School; Fillmore, New York.

1924 George F. Brooks.
Senior High School; Hutchinson, Kansas.

1922 James Brooks, A.B., '24.
Principal, High School; Clayton, Kansas.

1916 L. W. Brooks, A. B., '03; A.M., '15.
1919, *Principal,* Wichita High School; Wichita, Kansas.

1925 Miriam W. Brooks.
Des Moines, Iowa.

1925 C. A. Brothers.
Dwight Township High School; Dwight, Illinois.

1922 Alfred O. Brown.
Public School Publishing Company; Bloomington, Illinois.

1925 Clyde F. Brown.
Millis, Massachusetts.

1916 Edward L. Brown, A.B., '86; A.M., '90; Lit.D., '14.
1898, *Principal,* North Side High School; 3324 Zuni Street, Denver, Colorado.

1924 Emma M. Brown, M.A., '22.
1922, *Principal,* Skinner Junior High School; Denver, Colorado.

1924 Forrest Brown.
High School; Amesbury, Massachusetts.

1919 George A. Brown.
President, Public School Publishing Company; Bloomington, Illinois.

1924 John Franklin Brown, Ph.B., '89; Ph.D., '96.
1910, *Editor,* The Macmillan Company; 64 Fifth Avenue, New York, New York.

1924 Leland P. Brown, A.B., '16.
1919, *Principal,* Wm. Winlock Miller High School; Olympia, Washington.

1923 Milon Louis Brown, B.S., '14.
1920, *Principal,* High School; Corry, Pennsylvania.

1923 M. O. Brown, B.P., '06.
1921, *Principal,* Larned High School; 823 State, Larned, Kansas.

1922 Rice E. Brown, A.B., '08; A.M., '23.
1918, *Principal,* Emporia High School; Emporia, Kansas.

1922 R. G. Brown.
Sullivan, Illinois.

1924 R. R. Brown, A.B., '21; A.M., '25.
1921, *Principal,* Montrose County High School; Montrose, Colorado.

1920 V. I. Brown, A.B., '19.
1920, *Principal,* Community High School; Watseka, Illinois.

1924 William Howard Brown, A.B., '16; A.M., '22.
1921, *Principal,* Senior-Junior High School; Amherst, Massachusetts.

1924 W. L. Brown.
New Trier High School; Kenilworth, Illinois.

1920 Walker N. Brown.
East High School; Peoria, Illinois.

1924 W. W. Brown.
Janesville, Wisconsin.

1924 E. E. Brownell.
Gilroy, California.

1924 Guy W. Brubaker, A.B., '13; A.M., '15.
1923, *Principal,* Bent County High School; Las Animas, Colorado.

1924 M. E. Bruce, A.B., '21.
1921, *Supervising Principal,* East St. Louis Junior High School; East St. Louis, Illinois.

1925 Walter G. Buchanan.
25 Burgess Street, Methuen, Massachusetts.

1924 L. S. Brumbaugh, A.B., '17.
1922, *Principal,* Kendallville High School; Kendallville, Indiana.

1924 Ray D. Brummett, B.S., '24.
1919, *Principal,* Greenville High School; Greenville, Illinois.

1925 C. E. Bryant.
South High School; Akron, Ohio.

1921 George F. L. Bryant, B.S., '17.
Limestone, Maine.

1924 Herman A. Bryant.
Petersham, Massachusetts.

1916 Benjamin F. Buck, A.B., '93.
1912, *Principal,* Senn High School; 5900 Glenwood Avenue, Chicago, Illinois.

1916 George Buck, A.B., '91; A.M., '01.
1910, *Principal,* Shortridge High School; Michigan and Penn Street, Indianapolis, Indiana.

1923 W. E. Buckey, A.B., '21; A.M., '24.
1921, *Principal,* Fairmont High School; 804 Locust Avenue, Fairmont, West Virginia.

1918 B. R. Buckingham, Ph.B., '01; Ph.D., '13.
1921, *Director of Educational Research,* Ohio State University; Columbus, Ohio.

1920 J. B. Buckler.
Minonk, Illinois.

1922 Chester A. Buckner, A.B., '09; A.M., '11; Ph.D., '18.
1920, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

1925 John Bullock.
Armour, South Dakota.

1917 P. C. Bunn, Ph.B., '09; M.A., '22.
1914, *Principal,* High School; 860 Sixth Street, Lorain, Ohio.

1925 Arthur N. Burke.
Waltham, Massachusetts.

1924 Edgar Burnette.
Baswell, Indiana.

1921 Harry H. Burnham.
Biddeford, Maine.

1920 Reverend A. J. Burns.
St. Marys High School; Sterling, Illinois.

1923 R. A. Burns, A.B., '20.
1924, *Principal,* American High School; Mexico City, Mexico, D. F.

1925 Raymond M. Burns.
North Brookfield, Massachusetts.

1923 Robert Burns, B.S., '16; A.M., '19.
1919, *Principal,* Cliffside Park High School; Cliffside Park, New Jersey.

1925 Carl Burris.
Clayton High School; Clayton, Missouri.

1923 Clara S. Burrough.
1899, *Principal,* Camden High School; Camden, New Jersey.

1924 Winifred Burroughs.
Sturgis High School; Sturgis, Michigan.

1923 Charles Bursch, B.S., '18.
1921, *Principal,* Riley Rural High School; Riley, Kansas.

1917 Allden James Burton, A.B., '08; M.A., '22.
1918, *Principal,* East High School; Des Moines, Iowa.

1924 John A. Burton.
Sharon, Massachusetts.

1923 Carl D. Burtt, A.B., '93.
1920, *Principal,* Cleveland Heights High School; Cleveland Heights, Ohio.

1925 Jerome Burtt.
Framingham, Massachusetts.

1921 Ralph H. Bush, A.B., '11; A.M., '14; J.D., '19.
1914, *Assistant Principal,* Joliet Township High School and Junior College; Joliet, Illinois.

1924 Eli C. Busing, A.B., '22.
1922, *Principal,* Haubstadt Public School; Haubstadt, Indiana.

1922 Charles H. Butler, Ph.B., '20; M.A., '21.
1921, *Principal,* Chauncey L. Higbee High School; Pittsfield, Illinois.

1924 Eugene B. Butler, B.S., '16.
1920, *Principal,* Rushville High School; 711 North Jackson Street, Rushville, Indiana.

1924 J. J. Butler.
Lewiston, Maine.

1923 Joseph S. Butterweck, B.S., '22.
1922, *Principal,* Haddon Heights, New Jersey.

1920 C. C. Byerly, A.B., '18.
1923, *Superintendent of Schools,* West Chicago Public School; West Chicago, Illinois.

1924 C. E. Byers, A.B., '11; A.M., '13.
1915, *Principal,* Huntington High School; Huntington, Indiana.

1920 Lee Byrne, A.B., A.M., '17; Ph.D.
30 South Governor Street, Iowa City, Iowa.

1925 C. L. Bystrom.
Negaunee, Michigan.

1922 W. H. Cain, A.B., '12.
1920, *Principal,* Western State Normal High School; 717 West Lovell Street, Kalamazoo, Michigan.

1924 Laura J. Cairnes, A.B., '07.
1924, *Principal,* Eastern High School; Baltimore, Maryland.

1924 A. G. Caldwell.
Canton, Illinois.

1925 L. L. Caldwell.
Superintendent of Schools; Hammond, Indiana.

1925 L. O. Caldwell.
Rutland, South Dakota.

1923 Otis W. Caldwell, Ph.D., '98; LL.D., '17.
1917, *Professor of Education,* Lincoln School of Teachers' College; 425 West 123rd Street, New York City, New York.

1924 J. H. Callaway.
124 Smith Street, Kewanee, Illinois.

1924 Sister M. Callista.
Orona Catholic High School; Orona, Maine.

1924 George P. Campbell, A. B., '00; Ed. M., '23.
1906, *Principal,* Marblehead High School; Marblehead, Massachusetts.

1924 Gilman H. Campbell, A.B., '04; Ed.M., '25.
1919, *Principal,* Needham High School; 1179 Great Plain Ave., Needham, Massachusetts.

1924 Patrick T. Campbell.
Latin School; Boston, Massachusetts.

1922 Paul N. Campbell, A.B., '21.
1923, *Principal,* Okmulgee High School; Okmulgee, Oklahoma.

1924 Charles H. Cannon, A.B., '16.
1923, *Superintendent,* Bird City Schools; Bird City, Kansas.

1924 Henry D. Carle.
Bernardston, Massachusetts.

1925 Freda Carlson, B.S., '13.
1922, *Principal,* Stockdale High School; Stockdale, Kansas.

1922 George N. Carman, A.B., '81; A.M., '06.
1895, *Director,* Lewis Institute; Chicago, Illinois.

1924 H. F. Carmichael, A. B., '17.
1921, *Principal,* Roosevelt Jr. High School; 1820 N. Church St., Decatur, Illinois.

1925 H. V. Carmichael.
Morris, Illinois.

1923 J. B. Carpenter, A.B., '02; A.M., '20.
1918, *Principal,* Louisville Male High School; Louisville, Kentucky.

1924 Roland J. Carpenter.
Mapleton, Maine.

1919 J. W. Carrington, B.S., '22.
1924, *Principal,* Oakland Township High School; Oakland, Illinois.

1924 Olive B. Carr.
Brighton, Colorado.

1923 J. Frank Carter, B.S., '17; M.A., '23.
1921, *Principal,* Stephens High School; Rumford, Maine.

1925 Loren H. Carter, B.S., '22.
1922, *Principal,* Kensington High School; Kensington, Kansas.

1919 J. W. Castelo.
Roanoke, Illinois.

1923 William E. Cate, A.B., '95.
1911, *Principal,* Chattel High School; Long Branch, New Jersey.

1924 Raymond D. Chadwick, Ph.B., '09; A.M., '24.
1916, *Principal,* Morgan Park High School; Duluth, Minnesota.

1924 George A. Chamberlain, A.B., '91.
1903, *Principal,* Riverside High School; Milwaukee, Wisconsin.

1922 H. E. Chandler, A. B., '11.
1915, *Principal,* Senior High School; Junction City, Kansas.

1924 J. R. Chandler, B.S., '15.
1922, *Principal,* Pawhuska High School; 417 East 11th St., Pawhuska, Oklahoma.

1924 Frederick E. Chapin.
Randolph, Massachusetts.

1924 G. E. Chapin.
Whitehall High School; Whitehall, Michigan.

1922 Ira T. Chapman, A.B., '03; A.M., '05.
1923, *Superintendent,* Elizabeth Public Schools; 417 S. Broad St., Elizabeth, New Jersey.

1922 Ivan E. Chapman, A.B., '05; L.LB., '07; M.Ed., '21.
1919, *Principal,* Western High School; Detroit, Michigan.

1923 H. W. Charlesworth, A.B., '22.
Las Animas, Colorado.

1919 L. W. Chatham, B.S., '10; M.S., '17.
1919, *Principal,* Pana Township High School; Pana, Illinois.

1925 R. E. Cheney.
Escanaba, Michigan.

1924 Arthur S. Chenoweth, B.A., '06.
1922, *Assistant Principal,* Atlantic City High School; Atlantic City, New Jersey.

1924 A. B. Chesterton.
Abbot, Maine.

1917 John O. Chewning, A.B., '01.
1916, *Principal,* Central High School; Sixth and Vine Streets, Evansville, Indiana.

1924 Lela B. Childs.
Sandusky, Michigan.

1924 Aubrey M. Chisholm, A.B., '22.
1924, *Principal,* Old Saybrook Schools; Old Saybrook, Connecticut.

1924 Roger C. Chittenden.
Hanover Center, Massachusetts.

1924 Ellis Christensen, B.S., '21.
1922, *Principal,* Horton High School; Horton, Kansas.

1916 Harry Victor Church, Ph.B., '94.
1899, *Principal,* J. Sterling Morton High School; Twenty-fifth Street and Austin Boulevard, Cicero, Illinois.

1925 Ralph Clabaugh.
Yale, Illinois.

1925 A. H. Clark.
Grosse Point, Michigan.

1919 A. L. Clark, B.S., '93.
1906, *Agent,* American Book Company, Des Moines, Iowa.

1924 Clarence Clark, B.S., '17; A.M., '24.
1922, *Principal,* Hopkinsville High School; Hopkinsville, Kentucky.

1924 C. A. Clark.
Fairview, Kansas.

1925 C. F. Clark.
Canova, South Dakota.

1924 Edward R. Clarke, A.B., '02.
1915, *Principal,* Winthrop High School; Winthrop, Mass.

1925 F. H. Clark, A.B., '02; A.M., '05.
1924, *Superintendent,* Viola High School; Viola, Kansas.

1925 J. R. Clark.
Fremont High School; Fremont, Ohio.

1924 H. Y. Clark.
Grafton, West Virginia.

1925 Lynn Clark.
Lowell, Michigan.

1924 Lloyd T. Clark.
1920, *Principal,* Woodland Public School; Woodland, Illinois.

1922 T. M. Clay.
1921, *Principal,* Caro High School; Caro, Michigan.

1925 F. E. Clerk.
Kenilworth, Illinois.

1925 Leslie L. Cleveland.
Latin School; Cambridge, Massachusetts.

1922 A. B. Close, B.S., '21.
1922, *Principal,* Taylorville Township High School; Taylorville, Illinois.

1922 G. F. Close.
Woodhull, Illinois.

1924 Arlington I. Clow.
Haverhill, Massachusetts.

1924 Robert Clunie, Junior, A.B., '16.
1919, *Principal,* Lincoln Academy; Newcastle, Maine.

1924 Kempton J. Coady.
High School; Bourne, Massachusetts.

1925 Ebben S. Cobb.
Clinton, Massachusetts.

1925 T. H. Cobb.
Mount Carmel, Illinois.

1921 Harold P. Cobb, B.A., '13.
1921, *Principal,* Windham High School; South Windham, Maine.

1923 E. T. Cockrell, A.B., '12; A.M., '16.
1919, *Principal,* Collinwood Junior High School; Cleveland, Ohio.

1925 Alice Coffin.
Danbury Township High School; Danbury, Ohio.

1925 E. L. Coberly.
Brimfield, Illinois.

1923 Emerson T. Cockrell, A.B., '12; A.M., '16.
1919, *Principal,* Collinwood Junior High School; Cleveland, Ohio.

1925 J. R. Colbert.
Marshall, Illinois.

1922 C. F. Cole, Ph.B.
Principal, West High School; Green Bay, Wisconsin.

1924 Elijah Day Cole.
North Abington, Massachusetts.

1925 J. E. Cole.
Norwalk, Ohio.

1924 E. E. Collins.
Hurley, South Dakota.

1924 Ernest L. Collins, A.B., '98.
1912, *Headmaster,* High School; Quincy, Massachusetts.

1920 G. R. Collins, B.S., '17.
1924, *Principal,* Community High School; Tuscola, Illinois.

1924 Sanford B. Comery.
Belmont, Massachusetts.

1923 B. F. Comfort, M.A., '23.
1907, *Principal,* Cass Technical High School; Detroit, Michigan.

1924 Ernest B. Comstock, A.B., '05.
1922, *Principal,* North Dallas High School; Dallas, Texas.

1923 Howard Conant, A.B., '92; A.M., 98.
1906, *Principal,* High School; Holyoke, Massachusetts.

1924 E. K. Congram.
East Lynn, Illinois.

1925 L. W. Connolly.
Roswell, South Dakota.

1922 William L. Connor, A.B., '14.
1920, *Principal,* Longwood High School; 432 East 190th Street, Cleveland, Ohio.

1920 A. F. Cook, A.B., '10.
1919, *Superintendent,* Hinsdale Township High School; 177 Maple Street, Hinsdale, Illinois.

1925 George H. Cook.
Broadlands, Illinois.

1925 Guy A. Cook.
Doland, South Dakota.

1924 Louis G. Cook.
Edison High School; Minneapolis, Minnesota.

1916 R. R. Cook, A.B., '08; A.M., '22.
1923, *Principal,* Theodore Roosevelt High School; Des Moines, Iowa.

1924 William Adelbert Cook, A.B., '02; A.M., '11; Ph.D., '13.
1918, *Professor of Education,* University of South Dakota; 605 East Clark, Vermilion, South Dakota.

1923 Flora J. Cooke.
616 York Place, Chicago, Illinois.

1917 Walter Francis Coolidge, A.B., '99; A.M., '01; A.M., '14.
1913, *Principal,* Granite City High School; Granite City, Illinois.

1924 J. D. Coombs.
Lisbon, Maine.

1921 Warren C. Coombs, A.B., '14.
1916, *Principal,* Livermore Falls High School, Livermore Falls, Maine.

1924 Grace Cooper, A.B., '17.
1917, *Preceptress,* High School; Marshalltown, Iowa.

1925 Katherine Cooper.
Ames, Iowa.

1925 P. E. Cooper.
Union High School; Eads, Colorado.

1925 Sanford B. Comery.
Belmont, Massachusetts.

1925 H. D. Corbus.
St. Johns, Michigan.

1924 John P. Corcoran.
Osborne, Kansas.

1924 (Mrs.) Bethel Corder, A.B., '21.
1924, *Head of Normal Training Department,* Clay County Community High School; Clay Center, Kansas.

1923 Albert E. Corfman, A.B., '19; M.A., '22.
1922, *Principal,* Junior and Senior High School; Victor, Colorado.

1925 Harriet E. Corlett.
Wilson Junior High School; Cleveland, Ohio.

1922 J. H. Corns, A.B., '01; A.M., '16.
1917, *Principal,* Southeastern High School; Detroit, Michigan.

1922 E. D. Cornwell.
Greenup, Illinois.

1923 John J. Cory, E.M., '05.
1919, *Principal,* South Side High School; Denver, Colorado.

1924 Vincent I. Correll, B.S., '12; M.A., '23.
1923, *Principal,* North Platte Senior High School; North Platte, Nebraska.

1924 G. F. Coriell.
Dunlap, Illinois.

1924 William E. Cottle, A.B., '20.
1924, *Principal,* Ware High School; 27 Cottage Street, Ware, Massachusetts.

1923 Fred M. Cottrill, A.B., '16.
1920, *Principal,* Salem High School; Salem, West Virginia.

1921 Anna E. Coughlin.
1915, *Principal,* Rockland High School; Rockland, Maine.

1924 Homer C. Couch.
1918, *Principal,* Grant High School; Cedar Rapids, Iowa.

1924 L. M. Coultas.
Winchester, Illinois.

1920 H. M. Coultrap, A.B., '08; A.M., '14.
1912, *Superintendent of Schools;* Geneva, Illinois.

1922 George S. Counts, A.B., '11; Ph.D., '16.
1920, *Associate Professor of Secondary Education,* Yale University; New Haven, Connecticut.

1924 Claude V. Courter, B.S., '11.
1922, *Director,* Flint High School and Junior College; Flint, Michigan.

1924 W. H. Couts.
Alvin, Illinois.

1925 P. D. Covert.
Creston, Iowa.

1924 Minnie R. Cowan.
1026 East 46th Street, Chicago, Illinois.

1924 Hervey S. Cowell.
Cushing Academy; Ashburnham, Massachusetts.

1925 William A. Cowing.
West Springfield, Massachusetts.

1919 Philip W. L. Cox, A.B., '05.
1922, *Principal,* Junior-Senior High School, Lincoln School, Teachers' College; New York.

1917 John A. Craig, A.B., '09; A.M., '10.
1915, *Principal,* Muskegon High and Hackley Manual Training School; 178 West Webster Avenue, Muskegon, Michigan.

1923 (Mrs.) E. B. Crain, A.B., '12.
1922, *Principal,* High School; Mankato, Kansas.

1924 Edith Crane.
Principal, Royal Oak High School; Royal Oak, Michigan.

1921 Percy F. Crane, B.S., '17.
1921, *Principal,* Washington Academy; East Machias, Maine.

1919 J. H. Crann, B.Sc., '06.
1918, *Principal,* York Community High School; Elmhurst, Illinois.

1923 T. T. Cranny.
Grinnell, Iowa.

1918 John R. Cranor, Ph.B., '19.
1922, *Principal and Superintendent,* Sandwich Township High School; Sandwich, Illinois.

1924 A. R. Crawford.
Newaygo, Michigan.

1925 C. J. Creaser.
Ithaca, Michigan.

1924 C. M. Crawford.
Superintendent of Schools; Blue Mound, Illinois.

1924 Everett V. Creek.
Altoona, Kansas.

1923 Robert R. Crie, A.B., '20.
1924, *Superintendent of Schools,* Ault Consolidated Schools; Ault, Colorado.

1924 R. R. Cromwell, A.B., '12; M.A., '18.
1924, *Principal,* Peoria Central High School; 216 Fredonia, Peoria, Illinois.

1922 Fred H. Croninger, B.S., '05.
1921, *Principal,* High School; Fort Wayne, Indiana.

1921 H. E. Crooker, A.B., '17.
1920, *Headmaster,* Berwick Academy; South Berwick, Maine.

1925 Albert L. Cross, A.B., '21.
1921, *Principal,* Rural High School; Melvern, Kansas.

1921 Wm. T. Crosswhite, A.B., '14.
1922, *Principal,* Horace Mann Junior High School; Wichita, Kansas.

1925 Marie Crouk.
Carthage, Illinois.

1922 C. Crouse.
1920, *Superintendent,* Lebanon Schools; Lebanon, Illinois.

1925 J. A. Crowell.
Fairmont High School; Cleveland, Ohio.

1925 D. P. Crumy.
Toluca, Illinois.

1922 J. A. Cullen.
1920, School of Industrial Arts; Mt. Vernon, New York.

1923 C. L. Culler, A.B., '17; M.A., '18.
1922, *Principal,* Whittier Junior High School; Lincoln, Nebraska.

1920 H. H. Cully, A.B., '87.
1905, *Principal,* Glenville High School; Cleveland, Ohio.

1924 Allen C. Cummings.
South Hadley Falls, Massachusetts.

1924 Cosbi Cummings.
1918, *Principal,* Junior High School; Clinton, Iowa.

1925 T. S. Cunningham.
Presque Isle, Maine.

1925 A. T. Curr.
Audubon Junior High School; Cleveland, Ohio.

1924 Clay C. Curran, B.S., '16.
1920, *Principal,* Lead High School; Lead, South Dakota.

1924 Charles L. Curtis.
Groton, Massachusetts.

1923 R. E. Custer, B.S., '19.
1919, *Principal,* Rural High School; Gove, Kansas.

1925 J. C. Cuthbert.
Cotopaxi, Colorado.

1924 Nathaniel A. Cutler.
Athol, Massachusetts.

1922 Edwin J. Dahl, B.S., '21.
1921, *Principal,* High School; Moorhead, Minnesota.

1925 C. S. Dale.
Champaign, Illinois.

1924 H. C. Dale.
Yale, Oklahoma.

1924 Charles O. Dalrymple.
Attleboro, Massachusetts.

1925 L. H. Damon, B.S., '20.
1922, *Principal,* Grant County Rural High School; Ulysses, Kansas.

1925 (Mrs.) I. A. Darnall.
Pueblo, Colorado.

1924 A. M. Darnell, A.B., B.S., M.A.
1923, *Principal,* Topeka High School; Topeka, Kansas.

1919 James D. Darnell, A.B., '16; M.A., '17.
1919, *Principal,* Township High School; Geneseo, Illinois.

1923 Freeman Daughters, B.A., '96; S.T.B., '03; M.A., '15.
1915, *Professor of Education,* State University of Montana; Missoula, Montana.

1924 Elmer F. Davenport.
Stockbridge, Massachusetts.

1924 Frank H. Davidson, A.B., '20.
1923, *Principal,* Leadville High School; Leadville, Colorado.

1924 R. L. Davidson, Junior, A.B., '15; B.S., '15.
1922, *Principal,* Junior-Senior High School, Nevada, Missouri.

1923 Albert Davis.
Englewood, New Jersey.

1924 Blynn E. Davis, B.S., '13.
1921, *Principal,* Senior-Junior High School; Falmouth, Massachusetts.

1922 Calvin O. Doves, A.B., '95; A.M., '04; Ph.D., '10.
1905, *Professor of Secondary Education,* University of Michigan; Ann Arbor, Michigan.

1925 D. W. Davis.
Lane, South Dakota.

1923 E. O. Davis, B.A., '21.
1921, *Principal,* Stillwater Senior High School; Stillwater, Oklahoma.

1924 Everett Davis.
Des Moines, Iowa.

1923 George Emerson Davis, B.A., '17; M.A., '07.
1919, *Principal,* Keokuk High School; Keokuk, Iowa.

1917 George E. Davis, B.A., '02; M.A., '07.
1919, *Principal,* Walnut Hills High School; Cincinnati, Ohio.

1925 Hiram S. Davis, B.S., '24.
1924, *Principal,* Douglass High School; Douglass, Kansas.

1924 John E. Davis.
Ecorse, Michigan.

1916 Jesse B. Davis, A.B., '95; A.M., '16; Litt.D., '22.
1919, *Supervisor of Secondary Education,* Connecticut State Board of Education; Hartford, Connecticut.

1922 L. O. Dawson, Ph.B., '20.
1922, *Superintendent of Schools;* Stronghurst, Illinois.

1917 Thomas M. Deam, A.B., '08; A.M., '15.
1916, *Principal,* Decatur High School; Decatur, Illinois.

1925 C. D. Dean, B.S., '21.
Principal, Rural High School; Beverly, Kansas.

1919 H. A. Dean.
Superintendent of Schools; Crystal Lake, Illinois.

1924 W. H. DeBell, B.S., '86; M.A., '89.
1914, *Deputy Superintendent of Schools;* 240 Twenty-first Avenue, San Francisco, California.

1920 Charles E. Decker, A.B., '14; M.A., '19.
1920, *Superintendent of Schools;* Kewanee, Illinois.

1919 E. M. Deem.
Gurnee, Illinois.

1923 O. F. Deetz.
Galion, Ohio.

1925 S. F. Delker.
Chester, South Dakota.

1923 (Mrs.) Katherine De Ferrin.
Corunna, Michigan.

1925 H. E. Delzall.
Albion, Illinois.

1925 C. E. De Meritt.
Camden, Michigan.

1924 Leon J. Deming, A.B., '22.
1923, *Principal,* El Reno High School; El Reno, Oklahoma.

1924 Harold N. Dempsey.
High School; Northeast Harbor, Maine.

1924 C. F. Dengler.
1918, *Supervising Principal,* Shickshinny Public Schools; Shickshinny, Pennsylvania.

1925 Wimburn A. Dennett.
Hopedale, Massachusetts.

1925 Horace Mann Derby.
Villa Grove, Illinois.

1925 J. Lew Derwood.
Elementary and Junior High School; Camden, New Jersey.

1924 Olive Devereaux.
Anadarko, Oklahoma.

1924 R. E. Devore, A.B., '15.
1923, *Principal,* Junior-Senior High School; Dodge City, Kansas.

1924 Henry De Young, B.A., '20.
1922, *Principal,* Colfax High School; Colfax, Washington.

1924 Sol. D. Dice, A.B., '06.
Principal, Fall River High School; Fall River, Kansas.

1925 E. G. Dick, B.S., '23.
1923, *Principal,* Wellsville High School; Wellsville, Kansas.

1924 George C. Dickey, B.S., '14; Ed.M., '24.
Fairhaven, Massachusetts.

1925 S. S. Dickey.
Detroit Junior High School; Detroit, Ohio.

1924 James D. Dillingham, A.B., '87; A.M., '90.
1900, Newtown High School; New York City.

1925 Maurice Dion.
Webster, Maine.

1924 C. H. Dixon, A.B., '16.
1920, *Superintendent,* Yorkville Community Consolidated High School; Yorkville, Illinois.

1925 Thomas W. Dobbs.
Kempton, Illinois.

1924 Chester C. Dodge, M.D., '87.
1917, *Principal,* Hibbard High School; 125 North Sacramento Boulevard, Chicago, Illinois.

1924 F. J. Dollinger.
Lihue, Hawaii.

1924 W. G. Donley.
Superintendent, Carlsbad High School; Carlsbad, New Mexico.

1924 J. R. Donovan, A.B., '20.
1922, *Principal,* Lubec High School; Lubec, Maine.

1925 S. R. Donovan.
Portland, Maine.

1924 Lester W. Dooley, A.B., '10; A.M., '17.
1922, *Principal,* Hibbing High School; Hibbing, Minnesota.

1924 G. C. Dotzour, A.M., '18.
1921, *Principal,* Roosevelt Intermediate High School; Wichita, Kansas.

1925 D. D. Douglas.
Philo, Illinois.

1924 Stephen A. Douglass, B.S., '99.
1920, *Principal,* Central High School; St. Louis, Missouri.

1924 Robert B. Dow.
Belgrade, Maine.

1917 James E. Downey, A.B., '97; A.M., '13.
1910, *Headmaster,* High School of Commerce; Boston, Massachusetts.

1924 Walter F. Downey, A.B., '06; A.M., '21.
1922, *Headmaster,* English High School; Belmont, Massachusetts.

1925 P. P. Downey.
Ransom, Illinois.

1923 Marshall W. Downing, A.B., '94.
1910, *Principal,* North High School; Syracuse, New York.

1925 G. E. Downs.
Burton Junior High School; Grand Rapids, Michigan.

1924 Earle Drummond.
Union High School; Benwood, West Virginia.

1920 Otto F. Dubach, Ph.B., '98; Ph.M., '06.
1920, *Principal,* Central High School; Kansas City, Missouri.

1920 F. J. DuFrain, A.B., '16; M.A., '22.
1921, *Principal,* High School; Pontiac, Michigan.

1924 F. W. Dunlap.
La Fayette, Illinois.

1925 W. E. Dunn.
Junior High School; Aberdeen, South Dakota.

1921 Smith Dunnack.
Somerset Academy; Athens, Maine.

1923 D. K. Dunton, A.B., '94.
1912, *Principal,* Central High School; Pueblo, Colorado.

1925 C. R. Dustin.
John Marshall High School; Cleveland, Ohio.

1922 Herbert L. Dyer, A.B., '05.
1921, *Principal,* Washburn Township High School; Washburn, Illinois.

1924 F. S. Eakeley, B.S., '19; M.A., '19.
1924, *Principal,* Main Avenue High School; San Antonio, Texas.

1925 Maurice L. Earle.
New Salem, Massachusetts.

1922 Robert H. Earley, A.B., '17.
1918, *Principal,* Lyman Hall High School; Wallingford, Connecticut.

1923 William I. Early, A.B., '00; A.M., '25.
1908, *Principal,* Washington High School; Sioux Falls, South Dakota.

1924 Robert S. Easter, A.B., '15.
1923, *Principal,* High School; Foxboro, Massachusetts.

1923 Jas. H. Eastwood, A.B., '20.
1923, *Principal,* Rural High School; De Soto, Kansas.

1916 E. J. Eaton, A.B., '04; A.M., '19.
1920, *Principal,* South High School; Youngstown, Ohio.

1924 George D. Eaton, B.A., '15.
1922, *Superintendent,* Clarion Public Schools; Clarion, Iowa.

1924 H. R. Eaton, A.B., '96.
1920, *Headmaster,* Manchester High School; Manchester, New Hampshire.

1924 Ralph A. Eaton, A.B., '08.
1918, *Principal,* Dedham High School; Dedham, Massachusetts.

1925 Mary Ebaugh.
Catonsville, Maryland.

1922 Lida M. Ebbert, Ph.B., '08; A.M., '21.
1910, *Principal,* Linden High School; Linden, New Jersey.

1925 H. H. Eccles.
Portsmouth High School; Portsmouth, Ohio.

1918 Silas Echols, B.A., '05.
1915, *Principal,* High School; 612 Broadway, Mt. Vernon, Illinois.

1924 Raymond B. Eddy.
Otisville, Orange County, New York.

1924 Henry Hugh Edmunds.
1907, *Superintendent,* Clinton Community High School; 617 West Main, Clinton, Illinois.

1924 F. S. Edwards.
Marshall, Illinois.

1925 L. R. Edwards, A.M., '15.
1922, *Principal,* Junior High School; 1121 West Second Street, El Dorado, Kansas.

1924 A. J. Eicken.
Golden, Illinois.

1925 John H. Eisenbauer.
Boys' High School; Reading, Pennsylvania.

1923 E. R. Ellian, Ph.B., '17.
1922, *Principal,* High School; Fond du Lac, Wisconsin.

1925 Lillian M. Elliot.
Harlem High School for Girls; 114th Street at 7th Avenue, New York City.

1925 L. D. Elliott.
Calhoun, Illinois.

1918 Carlos B. Ellis.
1910, *Principal,* High School of Commerce; Springfield, Massachusetts.

1924 George S. Ellison.
Lincoln High School; Kansas City, Missouri.

1924 Jonas B. Ely, B.S., '07; M.A., '10.
1922, *Principal,* Union High School; Box 296, Fillmore, California.

1924 Charles J. Emerson.
Stoneham, Massachusetts.

1922 Martha E. Emry.
1921, *Principal,* Fairfield High School; Fairfield, Iowa.

1925 E. Evan Engberg.
Osceola, Iowa.

1924 J. L. Engelhardt, A.B., '22; A.M., '23.
1924, *Principal,* Kingman High School; Kingman, Kansas.

1922 S. D. Erwine, B.S., '11; M.A., '16.
1922, *Principal,* McLean Community High School; McLean, Illinois.

1924 J. W. Esbenshade, A.B., '03.
1923, *Principal,* Lebanon High School; Lebanon, Pennsylvania.

1925 C. L. Eskelson.
McIntosh, South Dakota.

1918 Frank S. Espey.
1916, *Principal,* Roberts High School; *Superintendent of Grade Schools;* Roberts, Illinois.

1925 P. L. Essert.
Crook High School; Crook, Colorado.

1924 George W. Eutsler.
Ivy, Virginia.

1921 Albert W. Evans, S.B., '05; S.M., '08.
1920, *Principal,* Wendell Phillips High School; 244 East Pershing Road, Chicago, Illinois.

1925 A. W. Evans.
State Supervisor of High Schools; Austin, Texas.

1925 A. R. Evans.
Peotone, Illinois.

1922 Evan E. Evans, A.B., '20.
1922, *Principal,* Neodesha High School; Neodesha, Kansas.

1922 George W. Evans, A.B., '83.
1905, *Headmaster,* Charlestown High School; Lynn, Massachusetts.

1925 C. A. Everest.
Union High School; Grand Rapids, Michigan.

1916 Charles D. Everett, A.B., '80; A.M., '93.
1893, *Principal,* North High School; Fourth and Dennison Avenue, Columbus, Ohio.

1922 D. M. Ewing, B.S., '22.
1922, *Principal,* Crystal Lake Community High School; Crystal Lake, Illinois.

1924 R. H. Ewing.
Blaine, Washington.

1920 William Ferdinand Ewing, A.B., '06; M.A., '19.
1920, *Principal,* Pasadena High School; Pasadena, California.

1918 Charles B. Fager, Junior, A.M., '93; M.D., '93; Sc.D., '11.
1905, *Principal,* Technical High School; Harrisburg, Pennsylvania.

1923 D. B. Fager, A.B., '14.
1920, *Principal,* Blandinsville High School; Blandinsville, Illinois.

1924 C. F. Fahrnkopf.
Allerton, Illinois.

1923 R. W. Fairchild, A.B., '09; A.M., '19.
1923, *Superintendent,* High Schools; Elgin, Illinois.

1924 Ben C. Fairman.
St. Johns, Michigan.

1925 Philip H. Falk.
Stoughton, Wisconsin.

1925 E. F. Farmer, A.B., '09; A.M., '21.
Senior High School; 1613 Partridge, Parsons, Kansas.

1919 Elizabeth Faulkner, A.B., '85.
1909, *Principal,* The Faulkner School; 4746 Dorchester Avenue, Chicago, Illinois.

1925 (Mrs.) H. W. Fearing.
Manilla, Iowa.

1924 Roy William Feik, B.S., '13; A.M., '16.
1922, *Principal,* McKinley Junior High School; East Chicago, Indiana.

1924 Warren L. Felton, A.B., '21.
1923, *Principal,* Dewey High School; Dewey, Oklahoma.

1918 Beulah A. Fenimore, B.S., '16; F.R.S.
1917, *Principal,* Kensington High School; Cumberland and Amber Streets, Philadelphia, Pennsylvania.

1925 John A. Fenlow.
Bowdle, South Dakota.

1924 Stanley W. Fenno, B.S., '04.
1920, *Principal,* Gardner High School; Gardner, Massachusetts.

1925 Fern Ferguson, A.B., '22.
1923, *Principal,* Alden High School; Alden, Kansas.

1923 Harold A. Ferguson, A.B., '14; A.M., '16.
1921, *Principal,* Central High School; Akron, Ohio.

1924 Emery N. Ferriss, Ph.B., '04; M.A., '05; Ph.D., '08.
1919, *Professor of Rural Education,* Cornell University; 215 Bryant Avenue, Ithaca, New York.

1925 Zina Fessenden.
Glenwood, Iowa.

1922 F. E. Fickinger, A.B., '94.
1911, *Principal,* Langley Junior-Senior High School; Pittsburgh, Pennsylvania.

1925 W. Lawrence Fife.
Canonsburg High School; Canonsburg, Pennsylvania.

1922 Ellen Filean, B.A., '12.
1918, *Principal,* Humboldt High School; Humboldt, Iowa.

1918 Ralph E. Files, A.B., '95.
1912, *Principal,* East Orange High School; East Orange, New Jersey.

1918 Thomas H. Finley, B.S. in Ed., '15.
1916, *Principal,* Sullivan Township High School; Sullivan, Illinois.

1923 Edwin L. Findley, A.B., '91; A.M., '96.
1919, *Principal,* South High School; Cleveland, Ohio.

1924 R. S. Firebaugh.
Oakwood, Illinois.

1919 C. A. Fisher, A.B., '10; A.M., '19.
Principal, Central High School; Kalamazoo, Michigan.

1924 Edith M. Fischer.
North High School; Des Moines, Iowa.

1925 Virgil Fisher.
Donovan, Illinois.

1925 Franklin P. Fisk.
Tuley High School; 1313 North Claremont Avenue, Chicago, Illinois.

1924 Christopher A. Fitzgerald, A.B., '09.
1921, *Principal,* High School; Chicopee, Massachusetts.

1924 L. J. Fitzsimmons, A.B., '16.
1919, *Principal,* High School; Eureka, Kansas.

1924 George Fix.
86 Market Street, Annapolis, Maryland.

1918 M. L. Flaningam, B.S., '04; A.M., '14.
1908, *Principal,* Urbana High School; Urbana, Illinois.

1922 John Allen Fleming, M.S. in Ed., '24.
1921, *Principal,* High School; Bonner Springs, Kansas.

1923 Harriett Fletcher, B.S., '19.
1918, *Principal,* West Junior High School; Warren, Ohio.

1917 Ira A. Flinner, Ph.B., '06; A.M., '20; A.B., '11.
1911, *Headmaster,* Huntington School; Boston, Massachusetts.

1925 J. W. Flood.
West High School; Cleveland, Ohio.

1924 J. A. Foberg, B.S., '99.
1921, *Director of Mathematics and Science,* State Department of Public Instruction; Harrisburg, Pennsylvania.

1925 Ray C. Ford.
Troy, Illinois.

1919 Lewis L. Forsythe, A.B., '04.
1917, *Principal,* Ann Arbor High School; Ann Arbor, Michigan.

1919 L. M. Fort, B.A., '13.
1918, *Principal,* High School; Mitchell, South Dakota.

1924 Eli C. Foster, A.B., '15.
1923, *Principal,* Senior High School; 1100 Delaware, Bartlesville, Oklahoma.

1921 H. A. Foster.
Skowhegan, Maine.

1920 Hoyt Davis Foster, B.Pd., '16; M.A., '23.
1923, *Principal,* Orono High School; 104 Main Street, Orono, Maine.

1923 Herbert H. Foster, Ph.D., '07.
1923, *Head of Department of Education,* Beloit College; Beloit, Wisconsin.

1922 Burton P. Fowler, A.B., '07.
1923, *Head Master,* Tower Hill School; Wilmington, Delaware.

1925 O. F. Fowler.
Franklin Park, Illinois.

1922 R. U. Fowler, B.S., '18.
1920, *Principal,* Dixfield High School; Dixfield, Maine.

1922 Guy Fox, A.B., '15; A.M., '19.
1923, *Principal,* Buena Vista and Longfellow Schools; Colorado Springs, Colorado.

1925 Byron Frame.
Hoopeston, Illinois.

1925 Brother J. Francis.
St. Mel High School; Chicago, Illinois.

1925 O. E. Franck.
Manson, Iowa.

1924 Hugh Francis.
Traverse City High School; Traverse City, Michigan.

1923 J. H. Francis, B.S., '17.
1924, *Superintendent and Principal,* Elmwood Community High School; Elmwood, Illinois.

1923 Emily Frank, A.B., '19.
1924, *Principal,* Long Lane Farm; Middletown, Connecticut.

1925 P. R. Franke.
Mancos High School; Mancos, Colorado.

1923 Ellen K. Frankish.
Central High School; Omaha, Nebraska.

1925 D. R. Frasher.
Ashland High School; Ashland, Ohio.

1925 Nellie Clare Fraser.
Atlantic, Iowa.

1923 W. R. Frazer, B.S., '18.
1920, *Principal,* McPherson Senior High School; McPherson, Kansas.

1924 (Mrs.) F. H. Freeman, A.B., '01.
1917, *Principal,* Sangerville High School; Sangerville, Maine.

1925 C. D. Freeman.
Fillmore, Illinois.

1925 Will French.
Winfield, Kansas.

1921 Elbert K. Fretwell, Ph.D.
1917, *Professor,* Teachers' College, Columbia University; New York City.

1924 Sheldon Frick, A.B., '15.
1923, *Principal,* Clay County Community High School; Clay Center, Kansas.

1924 Owen Friend.
Friendsville, Maryland.

1924 Ralph A. Fritz, A.B., '17; A.M., '20.
1922, *Superintendent of Schools,* Fountain Public School; Fountain, Colorado.

1924 James W. Frost, A.B., '20.
1924, *Superintendent of Schools;* 12 Broadway, Colchester, Connecticut.

1917 V. K. Froula, A.B., '98.
Roosevelt High School; Seattle, Washington.

1925 Irma B. Fruit.
Polo, Illinois.

1925 Charles E. Fry.
Atkinson School; Portland, Oregon.

1925 B. F. Fulks.
Mansfield High School; Mansfield, Ohio.

1924 Carleton S. Fuller, A.B., '15.
1923, *Principal,* South Paris High School; South Paris, Maine.

1924 Wilbur N. Fuller, A.B., '04.
1923, *Principal,* Yeatman High School; 3616 North Garrison Avenue, St. Louis, Missouri.

1924 N. F. Fultz.
Vocational Director, J. Sterling Morton High School; Cicero, Illinois.

1916 L. A. Fulwider, A.B., '95; A.M., '05.
1904, *Principal,* High School; Freeport, Illinois.

1923 E. A. Funk, A.B., '10.
1917, *Principal,* Arkansas City Junior High School; Arkansas City, Kansas.

1924 Alan Winslow Furber, B.Sc., '20.
1924, *Principal,* Deerfield High School; North Main Street, South Deerfield, Massachusetts.

1924 Mary Funican.
Monticello, Indiana.

1918 H. H. Gadsby, A.B., '86; Ph.D., '92.
1895, *Principal,* Drury High School; North Adams, Massachusetts.

1923 Mathew Page Faffney, B.S., '12; M.A., '19.
1924, *Principal,* Central High School; Aberdeen, South Dakota.

1922 M. C. Gallagher, B.A., '18.
1921, *Principal,* Detroit High School; Detroit, Michigan.

1924 E. D. Gallagher.
Kelseyville Union High School; Kelseyville, California.

1924 Thomas W. Galloway, A.B., '87; A.M., '90; Ph.D., '93.
American Social Hygiene Association; 370 Seventh Avenue, New York, New York.

1925 W. G. Gambill.
State Preparatory; Boulder, Colorado.

1924 Herman Gammons, A.B., '05.
1921, *Principal,* Arlington High School; Arlington, Massachusetts.

1923 Carl A. Gardner, B.A., '11; M.A., '15.
1922, *Principal,* North Ft. Worth High School; Ft. Worth, Texas.

1925 H. E. Gardner.
West Junior High School; Lansing, Michigan.

1924 R. H. Gardner.
Madison, South Dakota.

1925 C. G. Garland.
Boothbay Harbor, Maine.

1923 Oscar L. Garland, A.B., '19.
1922, *Principal,* Mendon High School; Mendon, Massachusetts.

1922 Homer L. Garrett.
Louisiana State University; Baton Rouge, Louisiana.

1923 R. E. Garrett, Ph.B., '23.
1923, *Principal,* Belvidere High School; Belvidere, Illinois.

1923 Ransome J. Garrett, B.S., '20.
1922, *Principal,* Richmond High School, Richmond, Maine.

1924 T. H. Garrett.
Tubman High School; Augusta, Georgia.

1924 V. F. Garrett.
Ethan, South Dakota.

1924 J. B. Garrison, B.S., '22.
1920, *Principal,* Rural High School, Sylvia, Kansas.

1924 Neil F. Garvey.
Marshall, Illinois.

1925 R. A. Garvin.
Vernon Heights Junior High School, Marion, Ohio.

1924 Avery E. Gaskins, A.B., '17.
1922, *Principal,* Falling Spring High School; Renick, West Virginia.

1924 Q. D. Gasque.
Kingstree, South Carolina.

1924 C. E. Gaufin.
Murray High School; Murray, Utah.

1924 F. N. Gault.
Gilbert, Arizona.

1925 F. R. Gauzer.
Colfax, Illinois.

1924 Charles H. Geise, A.B., '06; M.A., '01.
1922, *Principal,* Senior High School, Watertown, South Dakota.

1925 Wm. B. Geneva.
Greenfield, Illinois.

1924 E. T. Genheimer.
Waco High School; Waco, Texas.

1924 Merle S. Getchell, A.B., '93; A.M., '96.
1914, *Headmaster,* Braddon High School; Braddon, Massachusetts.

1921 C. W. Gethmann, A.B., A.M., B.D.
1921, *Principal,* High School, Oklahoma City, Oklahoma.

1923 Lee E. Geyer.
Corning, Kansas.

1924 John T. Gibbons.
Southbridge, Massachusetts.

1922 A. J. Gibson, A.B., '16; A.M., '20.
1923, *Principal,* East Fairmont High School; Fairmont, West Virginia.

1924 Erwin L. Gienke, A.B., '22.
1923, *Principal,* Plumville Public Schools; Plumville, Pennsylvania.

1919 W. C. Giese, B.S., '09.; M.A., '17.
1919, *Principal,* Racine Senior High School; Racine, Wisconsin.

1924 C. W. Gifford.
Mt. Horeb, Wisconsin.

1922 George H. Gilbert, Junior, B.A., '14.
1917, *Principal,* High School; Wellesley Hills, Massachusetts.

1924 Julius Gilbert.
1918, *Principal,* Beatrice High School; Beatrice, Nebraska.

1924 I. T. Gillam.
M. W. Gibbs High School; Little Rock, Arkansas.

1924 P. S. Gillespi.
Greeley, Colorado.

1923 F. H. Gilliland, B.A., '17.
1922, *Principal,* High School; Le Mars, Iowa.

1921 J. F. Gilliland, A.B.
1923, *Principal,* Hutchinson Senior High School; Hutchinson, Kansas.

1924 B. A. Gimmestad, B.A., '20.
Lester Prairie Public Schools; Lester Prairie, Minnesota.

1924 Charles F. Gipson, B.S., '23.
1923, *Assistant Principal,* Williamsville High School; Williamsville, Illinois.

1924 H. R. Girhard.
Martinsville, Illinois.

1923 Amos W. Glad, A.B., '16; A.M., '24.
1923, *Principal,* Paola High School; Paola, Kansas.

1921 W. L. Glascock, A.B., '05; A.M., '06.
1912, *Principal,* San Mateo Union High School; San Mateo, California.

1925 Dewey G. Glasscock.
Reinersville, Ohio.

1924 G. A. Glassing.
Woonsocket, South Dakota.

1916 Ronald P. Gleason, B.Sc., '87.
1905, *Principal,* Technical High School; Scranton, Pennsylvania.

1925 R. B. Glines.
Xenia, Illinois.

1916 W. L. Goble, S.B., '01.
1905, *Principal,* Elgin High School; Elgin, Illinois.

1924 Warren B. Goddard.
Concord, Massachusetts.

1925 Guy Goddard.
West Side Junior High School; Saginaw, Michigan.

1925 W. C. Godsen.
Hoehme, Colorado.

1925 C. E. Gold.
Scotland, South Dakota.

1924 Harold Gonzales.
Waldoboro, Maine.

1919 W. A. Goodier, A.B., '08.
1918, *Principal,* Bloomington High School; Bloomington, Illinois.

1921 Nellie Goodman, B.Di., '10; B.A., '12.
Estherville, Iowa.

1924 Freeman C. Goodwin, B.Ed., '23.
1924, *Principal,* Stonington Community High School; Stonington, Illinois.

1924 Martin Fruber Goodwin, A.B., '99.
1918, *Principal,* High School; Methuen, Massachusetts.

1925 E. B. Gordon.
Livermore Falls High School: East Livermore, Maine.

1925 W. Goreham.
Armstrong, Illinois.

1922 Maude I. Gorham, Ph.B., '19.
1920, *Principal,* Holcomb Consolidated School; Holcomb, Kansas.

1918 Thomas Warrington Gosling, A.B., '94; A.M., '04; Ph.D., '11.
1921, *Superintendent;* 22 West Dayton Street, Madison, Wisconsin.

1925 A. G. Gossard.
Coal City, Illinois.

1923 Clarence N. Gould, B.S., '19.
1923, *Principal,* Buckfield High School; Buckfield, Maine.

1924 R. E. Gowans, A.B., '05.
1908, *Principal,* Ottawa High School; Ottawa, Kansas.

1925 Roy Graham.
Viola, Illinois.

1918 V. Blanche Graham, B.S., '94.
1910, *Principal,* High School; Naperville, Illinois.

1925 W. C. Graham.
417 Penn Avenue, Wilkinsburg, Pennsylvania.

1923 Willard E. Graves, A.B., '07.
1919, *Superintendent,* Cheyenne County High School; Cheyenne Wells, Colorado.

1925 H. W. Gray.
Verdon, South Dakota.

1924 Lee T. Gray, A.B., '02.
1918, *Headmaster,* Portsmouth High School; Portsmouth, New Hampshire.

1923 W. L. Gray.
Belding, Michigan.

1924 Maggie Gray.
Principal, High School; Grundy Center, Iowa.

1924 B. Raymond Greene, Ped.B., '09; A.B., '12; A.M., '13.
1920, *Principal,* Fort Morgan Senior High School; Fort Morgan, Colorado.

1921 George M. Green.
Principal, Inglewood Union High School; Inglewood, California.

1924 S. E. Green, B.S., '01; A.B., '02.
1921, *Superintendent,* Public Schools; Texarkana, Arkansas.

1924 W. A. Greene.
Guthrie, Oklahoma.

1924 W. Carl Greene.
Lucas, Kansas.

1924 Melvin L. Greenfield.
High School; Brimfield, Massachusetts.

1923 N. F. Greenhill.
County High School; Cullman, Alabama.

1925 Clinton W. Greenwood.
Barre, Massachusetts.

1918 Ellen M. Gregg.
Wheaton, Illinois.

1924 A. F. Gregory.
Webster Springs, West Virginia.

1925 P. H. Gremgard.
Andover, South Dakota.

1925 John E. Greyer.
Earlville, Illinois.

1925 Walter F. Gries.
Ishpeming, Michigan.

1924 Stephen A. Griffin.
High School; Cotuit, Massachusetts.

1924 Kean Griffith.
Olathe, Colorado.

1924 William H. Griffith, A.B., '21.
1923, *Principal,* High School; Kanopolis, Kansas.

1924 R. I. Grigsby, A.B., '18.
1923, *Principal,* Amos Hiatt Junior High School; Des Moines, Iowa.

1924 John O. Grimes, B.S. and Ed., '13; A.M., '23.
1920, *Principal,* Ypsilanti Central High School; Ypsilanti, Michigan.

1924 Wade L. Grindle.
Milton, Massachusetts.

1923 E. Duncan Grizzell, A.B., '15; A.M., '19; Ph.D., '22.
1922, *Assistant Professor Secondary Education,* University of Pennsylvania; Philadelphia, Pennsylvania.

1924 John C. Groome, Ph.B., '13; A.M., '16.
1922, *Principal,* East Huntingdon Township High School; Scottdale, Pennsylvania.

1920 Frank L. Grove, A.B., '09; A.M., '17.
1918, *Principal,* Mobile High School; Mobile, Alabama.

1922 P. F. Grove, A.B., '13; A.M., '23.
1922, *Superintendent-Principal,* Mt. Carroll Community High School; Mt. Carroll, Illinois.

1925 C. B. Guin.
Findlay, Illinois.

1925 Russell L. Guin, B.A., '17.
1924, *Principal,* Westville Township High School; Westville, Illinois.

1924 R. L. Guinn.
Ridge Fann, Illinois.

1924 E. D. Gunn.
Midian, Kansas.

1924 George B. Gustin.
Mattawamkeag, Maine.

1924 Wm. J. Guthrie.
Principal, High School; Des Moines, Iowa.

1924 Fred H. Hadlock.
Mansfield, Massachusetts.

1922 W. W. Haggard, A.B., '17.
1921, *Principal,* High School; Rockford, Illinois.

1925 C. C. Hall.
Ipava, Illinois.

1925 Dana W. Hall.
2301 Prairie Avenue, Chicago, Illinois.

1924 D. H. Haldaman.
Farmington, Missouri.

1916 Avon S. Hall, A.B., '84.
1913, *Principal,* Medill High School; Chicago, Illinois.

1924 Walter F. Hall, A.B., '09; A.M., '10; Ed.M., '24.
1923, *Principal,* Canton High School; Canton, Massachusetts.

1924 Walton S. Hall.
135 Ocean Street; Lynn, Massachusetts.

1924 Sidney B. Hall.
Danville Public Schools; Danville, Virginia.

1925 H. S. Hallman.
Iowa, South Dakota.

1923 M. S. Hallman, Ph.B., '09; A.M., '17.
1924, *Principal,* Senior High School; Dubuque, Iowa.

1925 J. C. Hambleton.
Grades High School; Columbus, Ohio.

1924 Nathan C. Hamblin.
1910, *Principal,* High School; Andover, Massachusetts.

1924 Myron C. Hamer, B.S., '20.
1923, *Principal,* Farmington High School; 7 Court Street, Farmington, Maine.

1922 G. R. Hamilton, A.B., '15.
1924, *Principal,* Brocton Community High School; Brocton, Illinois.

1922 Jessie M. Hamilton.
Morey Junior High School; Denver, Colorado.

1924 R. R. Hamiltcn.
Hurst, Illinois.

1924 Charles E. Hamlen.
Oxford, Maine.

1924 Daniel W. Hamm, A.B., M.S., '13.
1913, *Principal,* Allentown High School; Allentown, Pennsylvania.

1925 Ray L. Hamon.
Peabody College; Nashville, Tennessee.

1921 Herbert F. Hancox, A.B., '10; A.M., '11.
1919, *Principal,* Central Evening Preparatory School; 19 South La Salle Street, Chicago, Illinois.

1925 W. C. Handlin.
Lincoln, Illinois.

1921 John Louis Haney, B.S., '98; A.M., '00; Ph.D., '01.
1920, *President,* Central High School; Philadelphia, Pennsylvania.

1920 B. M. Hanna, A.B., '17.
1917, *Vice Principal,* Rockford High School; Rockford, Illinois.

1919 C. C. Hanna.
1920, *Principal,* Bridgeport Township High School; Bridgeport, Illinois.

1919 L. W. Hanna, Ph.B., '09.
1917, *Principal,* Township High School; Centralia, Illinois.

1917 Roy F. Hannum, A.B., '07.
1923, *Principal,* High School; Ottumwa, Iowa.

1921 F. E. Hanscom, M.A.
1897, *Principal,* Gould's Academy; Bethel, Maine.

1925 R. J. Hanson.
Alamosa High School; Alamosa, Colorado.

1924 E. J. Hardaker.
Bryan Junior High School; Minneapolis, Minnesota.

1924 A. I. Hardy.
Mendota, Illinois.

1923 S. J. Hargis.
La Veta, Colorado.

1917 R. T. Hargreaves, A.B., '02.
1918, *Principal,* Central High School; Minneapolis, Minnesota.

1924 P. J. Harkness.
Armour, South Dakota.

1924 L. B. Harmon.
Provo High School; Provo, Utah.

1924 Max C. Harmon.
Buxton, Maine.

1920 E. L. Harms, A.B., '15.
1917, *Principal,* Augusta Senior High School; 234 Broadway, Augusta, Kansas.

1921 W. E. Harnish.
Bellflower, Illinois.

1922 Paul W. Harnly, A.B., '15; A.M., '16.
1923, *Principal,* Senior High School; Grand Island, Nebraska.

1924 W. P. Harrell.
Vincennes, Indiana.

1924 R. W. Harriman, A.B., '10.
1919, *Principal,* William Hall High School; West Hartford, Connecticut.

1924 Lester B. Harriman.
Cornish, Maine.

1924 H. L. Harrington, A.B., '15; A.M., '19.
1920, *Supervising Principal of Detroit Intermediate Schools;* 1354 Broadway, Detroit, Michigan.

1924 Henry H. Harris, A.B., '21; A.M., '22.
1919, *Headmaster,* Lowell High School; Lowell, Massachusetts.

1925 J. H. Harris.
Humboldt, South Dakota.

1924 Ford O. Harrison, A.B., '11.
1921, *Principal,* Wells School; Canton, Ohio.

1925 F. E. Hurshman.
Athens High School; Athens, Ohio.

1925 Emma M. Hart.
Eureka, South Dakota.

1924 Melvin C. Hart, B.S., '20.
1921, *Principal,* Birmingham High School; Birmingham, Michigan.

1924 Alton Harrison Hartford, A.B., '06.
1919, *Principal,* Medfield High School; Medfield, Massachusetts.

1922 Drew T. Harthorn, A.B., '94; A.M., '97.
1912, *Principal,* Coburn Classical Institute; Waterville, Maine.

1925 R. C. Hartman.
Oskaloosa, Iowa.

1924 George A. Hartwick.
Monogah, West Virginia.

1924 J. M. Harvey.
Marshall, Illinois.

1925 Wilbur Hashbarger, B.S., '23.
1924, *Principal,* Sharon Rural High School; Sharon, Kansas.

1921 Charles B. Haskell, A.B., '13.
1919, *Principal,* High School; South Portland, Maine.

1920 Charles O. Haskell, A.B., '13; A.M., '20.
1918, *Superintendent of Schools,* Community High School; Harvard, Illinois.

1924 W. A. Hatch, A.B., '17.
1922, *Principal,* High School; Nucla, Colorado.

1924 W. R. Hatfield.
Principal, Parker Junior High School; 6800 South Stewart Avenue, Chicago, Illinois.

1920 L. W. Haviland.
1917, *Principal,* Onarga Township High School; Onarga, Illinois.

1924 (Mrs.) M. W. Haviland.
Board of Education; Jefferson, South Dakota.

1919 Walter W. Haviland, A.B., '93.
1912, *Principal,* Friends' Select School; Philadelphia, Pennsylvania.

1922 William Hawkes, A.B., '12.
1919, *Principal,* Township High School; Toulon, Illinois.

1925 M. E. Hawk.
East High School; Akron, Ohio.

1924 Mason A. Hawkins.
Baltimore, Maryland.

1925 F. B. Haworth.
Glenwood, Iowa.

1924 Mabel M. Hawthorne.
Punabou High School; Honolulu, Hawaii.

1923 Mercy J. Hayes, B.A., '20; M.A., '21.
1920, *Principal,* Hutchins Intermediate School; Detroit, Michigan.

1922 Wm. F. Head.
Arthur Hill High School; Saginaw, Michigan.

1925 J. W. Headley.
Garden City, South Dakota.

1925 R. J. Healey.
Onaway, Michigan.

1925 D. J. Heathcote.
Washington Junior High School; Kalamazoo, Michigan.

1923 William Heaton, Ph.B., '04.
1922, *Principal,* Centennial High School; Pueblo, Colorado.

1924 Martha Heermans.
Hayden Public Schools; Hayden, Arizona.

1924 V. M. Heffelfinger.
Mahaffey High School; Mahaffey, Pennsylvania.

1925 W. T. Heinig.
Ben Avon High School; Ben Avon, Pennsylvania.

1921 A. G. Heitman, A.B., '08.
1920, *Principal,* High School; Sioux City, Iowa.

1924 Ida J. Helfrich, M.A., '20; B.L., '01.
1922, *Principal,* Carthage High School; Carthage, Illinois.

1924 Daniel B. Heller, M.A., '13; A.B., '24.
1922, *Superintendent,* Public Schools; Vermilion, South Dakota.

1924 Glenn C. Heller, A.B., '98; A.M., '01.
1923, *Principal,* Junior High School; Atlantic City, New Jersey.

1924 Harold T. Hendershot, B.S., '17.
1924, *Principal,* Millerton High School; Millerton, New York.

1925 E. B. Henderson.
Bridgeport, Illinois.

1921 L. E. Henderson, A.B., '16.
Principal, High School; Concordia, Kansas.

1924 E. H. Hendricks.
La Place, Illinois.

1924 H. D. Hendricks.
Boonville, California.

1924 John C. Hendrickson.
Platte, South Dakota.

1922 H. E. Hendrix, A.B., '01; LL.B., '08; A.M., '03.
1920, *Principal,* Mesa Union High School; Mesa, Arizona.

1923 S. D. Hendrix, A.S., '15.
1921, *Principal,* Iola High School; Iola, Kansas.

1923 J. R. Hervey, A.B., '15.
1920, *Principal,* South Haven High School; South Haven, Michigan.

1925 Virginia P. Hicks, A.B., '13.
1912, *Principal,* Lakin High School; Lakin, Kansas.

1925 D. Hickson.
Lancaster High School; Lancaster, Ohio.

1925 R. C. Hiett.
Greenview, Illinois.

1924 Claude L. Higdon, A.B., '22.
1922, *Principal,* Hebron Community High School; Hebron, Illinois.

1924 S. E. Higgins.
Colby, Kansas.

1925 Leon C. High.
Ironwood, Michigan.

1921 Luella Hightshoe, A.B., '07; A.M., '10.
1919, *Principal,* High School; Shenandoah, Iowa.

1924 Charles W. Hill, B.S., '19; A.M., '20.
1920, *Principal,* Community High School; Marengo, Illinois.

1924 Harold M. Hill.
1922, Alba High School; Alba, Michigan.

1924 J. W. Hill, A.B., '15.
1922, *Superintendent of Schools,* Orlinda Public Schools; Orlinda, Tennessee.

1925 Roscoe C. Hill, A.B., '04; A.M., '11.
1920, *Principal,* East High School; Denver, Colorado.

1917 Thomas Crawford Hill, A.B., '81.
1904, *Principal,* Christian Fenger High School; Chicago, Illinois.

1924 W. A. Hill.
Ada, Oklahoma.

1923 William C. Hill, A.B., '94; A.M., '23.
1910, *Principal,* Central High School; Springfield, Massachusetts.

1924 H. S. Hilleboe.
Sioux City, South Dakota.

1925 Miriam Hillyard.
Dows, Iowa.

1924 Frederick W. Hilton.
High School; East Weymouth, Massachusetts.

1920 C. M. Himel.
Principal, Des Plaines Township High School; Des Plaines, Illinois.

1924 Franklin A. Hinckley, B.L., '01; M.A., '24.
1917, *Principal,* Box Elder High School; Brigham City, Utah.

1925 D. A. Hine.
Neosho Rapids Rural High School; Neosho Rapids, Kansas.

1924 C. E. Hinshaw, A.B., '10; A.M., '22.
1915, *Principal,* Kokomo High School; Kokomo, Indiana.

1917 A. M. Hitch, A.B., '97; B.S., '07.
1907, *Principal,* Kemper Military School; Boonville, Missouri.

1919 Frederick W. J. Hitchcock.
1906, *Supervising Principal,* Chapman Technical High School; New London, Connecticut.

1925 D. A. Hine, B.S., '18.
1923, *Principal,* Neosho Rapids Rural High School; Neosho Rapids, Kansas.

1923 Frederick C. Hodgdon, A.B., '94.
Ginn and Company; 70 Fifth Avenue, New York, New York.

1923 John A. Hodge, A.B., '09; A.M., '10.
1916, Sumner High School; Kansas City, Kansas.

1924 Earl B. Hodges, B.Di., '09; A.B., '11; M.A., '23.
1924, *Principal,* Washington Union High School; Centerville, California.

1924 George W. Hodgkins.
1821 Kalorama Road, Washington, D. C.

1924 B. A. Hoffman, A.B., '16.
1923, *Principal,* Elburn Community High School; Elburn, Illinois.

1924 R. E. Hofstad.
Superintendent of Schools; Elkton, South Dakota.

1924 C. Allen Hogle, B.S., '14.
Principal, Senior and Junior High Schools; Newton, Iowa.

1922 P. M. Hoke.
Heyworth, Illinois.

1923 W. R. Holbert, Ph.B., '14.
1920, *Principal,* Somerville High School; Somerville, New Jersey.

1924 Wm. C. Holden.
Weaver High School; Hartford, Connecticut.

1924 Henry O. Holley.
Monson, Massachusetts.

1925 Anna Hollister.
Vermilion, South Dakota.

1923 Ray B. Hollingshead, A.B., '21.
1921, *Principal,* Cripple Creek High School; Cripple Creek, Colorado.

1924 O. K. Hollister.
Westbrook Seminary; Portland, Maine.

1924 Flo E. Holman, B.S., '20.
1921, *Principal,* Mulberry High School; Mulberry, Kansas.

1924 Wallace F. Holman.
Madison, Maine.

1924 Clarence W. Holmes, Ph.B., '05.
1918, *Principal,* High School; East Douglas, Massachusetts.

1924 J. R. Holmes.
Sapulpa, Oklahoma.

1925 Ralph Holsinger, A.B., '22.
1923, *Principal,* Sedgwick High School; Sedgwick, Kansas.

1924 L. C. Holston, C.E., '95.
1922, *Principal,* Yarmouth High School; Yarmouth, Maine.

1924 Frank E. Holt.
Whitman, Massachusetts.

1925 Edward F. Honn.
Bisbee, Arizona.

1924 (Mrs.) E. A. Hood.
Mangum, Oklahoma.

1925 J. Turner Hood.
Hopkinton, Massachusetts.

1917 Walter D. Hood, B.A., '94.
1908, *Principal,* The Gilbert School; Winsted, Connecticut.

1925 Grover Hooker.
Arvada Schools; Arvada, Colorado.

1921 W. S. Hoover, B.S., '15.
1921, *Principal,* Clinton Community High School; Clinton, Illinois.

1925 Charles R. Hornback.
Downs, Illinois.

1924 Meyers B. Horner, A.B., '13.
1920, *Principal,* High School; Coraopolis, Pennsylvania.

1923 Walter Horst, A.B., '16.
1917, *Principal,* Three Rivers High School; Three Rivers, Michigan.

1919 B. Q. Hoskinson, A.B., '16; A.M., '17.
Augusta, Illinois.

1923 Ivan P. Hostetler, B.S., '19.
1922, *Principal,* Miami High School; Miami, Arizona.

1920 O. C. Hostetler, B.S., '22.
1922, *Principal,* Moore Township High School; Farmer City, Illinois.

1919 H. W. Hostetler.
Olney, Illinois.

1924 T. C. Hostettler.
Kempton, Illinois.

1922 Henry G. Hotz, Ph.D., '18; M.A., '15.
1924, *Supervisor,* State High School; Little Rock, Arkansas.

1924 J. L. House, A.B., '03; A.M., '09.
Principal, Central Union High School; El Centro, California.

1919 George E. Howard.
1918, *Superintendent of Schools;* Farina, Illinois.

1925 Lester Howard.
Corning, Iowa.

1925 Carlton D. Howe.
Adams, Massachusetts.

1925 C. M. Howe.
Norwood, Ohio.

1924 F. J. Howe, M.Ped., '02.
1923, *Principal,* High School; Muscatine, Iowa.

1923 George Harrison Hower, B.S., '12; B.Ped., '06.
1922, *Principal,* Ellis High School; Ellis, Kansas.

1925 O. W. Howell.
Gays, Illinois.

1923 C. F. Howland, A.B., '90.
1923, *Principal,* Franklin High School; Franklin, Maine.

1925 George W. Howland.
Worcester, Massachusetts.

1925 J. D. Howlett.
Milton, Massachusetts.

1919 A. E. Hubbard.
Wellington, Illinois.

1923 Rev. Leigh G. Hubbell, Litt.B., '18; Ph.D., '24.
1924, *Assistant Professor of Secondary Education,* University of Notre Dame; Notre Dame, Indiana.

1922 Charles S. Huff, A.B.
1910, *Principal,* High School; Asbury Park, New Jersey.

1925 A. J. Huggett.
Newberry, Michigan.

1918 H. D. Hughes, A.B., '08; A.M., '17.
Brewer Teachers' Agency; Chicago, Illinois.

1925 J. F. Hughes, A.B., '09.
1923, *Principal,* Senior High School; Independence, Kansas.

1924 J. W. Hughes.
Principal, Lincoln High School; East St. Louis, Illinois.

1923 R. O. Hughes, A.B., '00.
1913, Peabody High School; Pittsburgh, Pennsylvania.

1924 John H. Hughey.
Bonnie, Illinois.

1922 Jay Earle Hulet, A.B., '22.
1923, *Principal,* Farmington Community High School; Farmington, Illinois.

1924 L. B. Hull, A.M.
1924, *Principal,* Latimer Junior High School; Pittsburgh, Pennsylvania.

1925 R. H. Hultgren.
Orion, Illinois.

1924 John G. Hulton, A.B., '18.
1922, *Principal,* Latrobe High School; Latrobe, Pennsylvania.

1924 George R. Hunt, Ph.B., '22.
1922, *Principal,* Church District High School; Hundred, West Virginia.

1925 J. T. Hummer.
Central High School; Binghamton, New York.

1924 Merle F. Hunt, A.B., '15.
1922, *Principal,* York High School; York Village, Maine.

1919 R. C. Hunt, B.S., '18.
1917, *Superintendent of Schools,* Fredonia Public Schools; Fredonia, Kansas.

1924 H. Reid Hunter.
Assistant Superintendent, City Hall; Atlanta, Georgia.

1923 W. F. Hunter, B.A., '17.
1921, *Superintendent of Schools;* Platteville, Colorado.

1924 A. H. Huntington.
Assistant Principal, Yeatman High School; St. Louis, Missouri.

1924 Benjamin S. Hurd.
Emeritus High School; Beverly, Massachusetts.

1924 Marshall W. Hurlin, A.B., '20.
1924, *Principal,* Lake View Junior High School; Lake View, Maine.

1924 Lowell E. Huston, B.S., '21.
1923, *Principal,* Roxbury High School; Roxbury, Kansas.

1923 Harry Huston, A.B., '05.
1915, *Principal,* High School; Blackwell, Oklahoma.

1924 Abbie M. Hutchinson, B.S., '06.
1919, *Principal,* Hastings High School; Hastings, Minnesota.

1924 J. H. Hutchinson.
Stanford, Illinois.

1922 J. L. Hutchinson, B.S., '15.
1911, *Principal,* Senior High School; Pittsburg, Kansas.

1925 J. W. Hutchins.
20 Main Street Park, Malden, Massachusetts.

1920 Clement C. Hyde, A.B., '92; L.H.D., '12.
1911, *Principal,* Hartford Public High School; Hartford, Connecticut.

1924 E. A. Hyldoft, A.B., '16; A.M., '23.
1924, *Principal,* High School; Lindsborg, Kansas.

1924 Ernest Iler.
Downers Grove, Illinois.

1925 H. A. Indall.
Valley Springs, South Dakota.

1924 N. L. Ingold.
Walkertown, North Carolina.

1925 Dean Inman.
Granville, Illinois.

1924 Gilbert Irwin.
Honey Grove High School; Honey Grove, Texas.

1924 C. W. Jackson, A.B., '04; M.S., '12.
1917, *Principal,* Beaver High School; Bluefield, West Virginia.

1924 Euris J. Jackson, B.S., '23.
1923, *Principal,* Mt. Olive Community High School; Mt. Olive, Illinois.

1923 Lambert L. Jackson, M.Pd., '00; D.Pd., '06; Ph.D., '06.
1920, *Assistant Commissioner;* Trenton, New Jersey.

1921 Ralph W. Jackson, B.S., '20.
1920, *Principal,* Benton Township High School; Benton, Illinois.

1918 C. T. Jacob, A.B., '07.
1923, *Superintendent,* Greeley, Kansas, Schools; Greeley, Kansas.

1925 C. C. Jacobson.
Senior High School; Canton, South Dakota.

1924 Sister Mary James.
Jefferson, South Dakota.

1923 William Alonzo James, B.S., '94; M.A., '95.
1905, *Principal,* Ball High School; Galveston, Texas.

1922 Daniel F. Jantzen, A.B., '21.
Principal, Phoenix Union High School; Phoenix, Arizona.

1925 Mary I. Jarman.
Monticello, Iowa.

1925 Cora Jefferies.
Painsdale, Michigan.

1923 Arthur W. Jellison.
1922, *Principal,* Milo High School; Milo, Maine.

1924 Hopkin Jenkins, A.B., '00; LL.B., '02; M.A., '07.
1909, *Principal,* Jefferson High School; Portland, Oregon.

1925 Thornton Jenkins.
Malden, Massachusetts.

1925 Ralph W. Jennings.
Grundy Center, Iowa.

1923 Earl Jewett.
Telluride, Colorado.

1923 Frank H. Jewett, B.A., '13.
1916, *Principal,* High School; Old Orchard, Maine.

1925 A. T. Johnson.
Joy, Illinois.

1924 Charles A. Johnson, B.A., '07.
1917, *Superintendent of Schools,* Walsenburg, Colorado.

1921 Franklin W. Johnson, A.B., '91; A.M., '94; L.H.D., '16.
1919, Teachers' College; 120th Street and Broadway, New York, New York.

1925 G. F. Johnson.
Tecumseh, Michigan.

1922 John H. Johnson.
Tremont, Illinois.

1925 J. N. Johnson.
Thawville, Illinois.

1924 John O. Johnson, A.B., '19.
1923, *Principal,* Stillwater High School; Stillwater, Minnesota.

1924 O. J. Johnson.
Fairmont Public Schools; Fairmont, Minnesota.

1924 P. E. Johnson.
Southwest Harbor, Maine.

1923 Ralph W. Johnson, Ph.B., '24.
1920, *Superintendent of Schools,* Royal Center Schools; Royal Center, Indiana.

1924 L. R. Johnston, A.B., '14.
1922, *Principal,* High Point High School; High Point, North Carolina.

1922 Marshall Johnston.
1917, *Principal,* George W. Brackenridge High School; San Antonio, Texas.

1922 C. E. Joiner.
Le Roy, Illinois.

1918 Arthur J. Jones, A.B., '93; Ph.D., '07.
1915, *Professor of Secondary Education,* University of Pennsylvania; Philadelphia, Pennsylvania.

1923 Arthur Owen Jones, B.S., '99; M.A., '07.
1922, *Principal,* Woodward High School; Cincinnati, Ohio.

1924 Charles E. Jones.
Mechanic Falls, Maine.

1925 C. F. Jones, B.S., '16.
1922, *Superintendent,* Greensburg Schools; Greensburg, Kansas.

1923 Galen Jones, B.A., '18; M.A., '21.
1924, *Principal,* Sapulpa High School; Sapulpa, Oklahoma.

1924 H. S. Jones.
Plymouth, Pennsylvania.

1922 J. W. Jones.
1919, *Principal,* Melvin Community High School; Melvin, Illinois.

1924 P. A. Jones, A.B., '10.
1914, *Principal,* Sharon High School; Sharon, Pennsylvania.

1922 William E. Jones.
Marion, Kansas.

1922 William O. Jones.
1916, *Principal,* DeLand Township High School; DeLand, Illinois.

1924 Walter P. Jones.
Macon, Georgia.

1924 W. R. Jones.
Pagosa Springs, Colorado.

1924 James L. Jordan, A.B., '08.
1918, *Principal,* Braintree High School; Braintree, Massachusetts.

1924 Brother Justus.
St. Mel High School; Chicago, Illinois.

1924 F. W. Jungck.
Cleveland, North Dakota.

1923 J. Stevens Kadesch, A.B., '10.
1921, *Headmaster,* Medford High School; Medford, Massachusetts.

1924 W. Leslie Kaiser, A.B., '19.
1922, *Principal,* Jacksonville High School; Jacksonville, Illinois.

1924 M. F. Kane.
1025 Race Street, Shamokin, Pennsylvania.

1925 G. B. Kappelman, B.S., '17.
1923, *Principal,* Miltonvale Rural High School; Miltonvale, Kansas.

1923 J. F. Karber.
1920, *Principal,* Ridgway Community High School; Ridgway, Illinois.

1922 D. L. Katterjohn, B.S., '96; A.B., '18; A.M., '19.
1920, *Principal,* Labette County High School; Altamont, Kansas.

1922 Carl R. Keeler, A.B., '17.
1920, *Superintendent of Schools;* Greenleaf, Kansas.

1925 Harry Keeler.
Lindblom High School; Chicago, Illinois.

1922 Carl R. Keeler.
Greenleaf, Kansas.

1924 J. C. Keever, A.B., '18.
1923, *Principal,* High School; Spirit Lake, Iowa.

1924 (Mrs.) Clara C. Keezel, B.S.
1922, *Principal,* Knott County High School; Hindman, Kentucky.

1922 Marguerite Witmer Kehr, B.A., '11; M.A., '14; Ph.D., '20.
1921, *Dean of Women and Assistant Professor of Education,* Lake Forest College; Lake Forest, Illinois.

1918 Paul G. W. Keller, B.S., '01.
1924, *Superintendent,* Public Schools of City of Eau Claire; Eau Claire, Wisconsin.

1925 C. E. Kelley.
Gilman High School; Mount Desert N. E. Harbor, Maine.

1924 Edward P. Kelley.
Wellfleet, Massachusetts.

1923 Glenn K. Kelly, A.B., '16.
1923, *Principal,* Houghton High School; Houghton, Michigan.

1924 R. Kelly.
Peotone, Illinois.

1924 William Kempton.
Cape Elizabeth, Maine.

1924 Edith Kennon.
Anamosa, Iowa.

1922 Harry V. Kepner, A.B., '90; A.M., '97; Sc.D., '17.
1919, *Principal,* West High School; Denver, Colorado.

1924 Alvin R. Keppel, B.A., '17.
1924, *Principal,* Marietta High School; Marietta, Ohio.

1923 G. B. Keppelman.
Miltonvale, Kansas.

1924 Thomas W. Kerfoot, B.S., '18.
1920, *Principal,* High School; Ft. Madison, Iowa.

1924 Armand Kerlaouezo.
Power, Montana.

1925 D. E. Kerr, B.S., '23.
1923, *Superintendent,* Public Schools; Lost Springs, Kansas.

1925 J. H. Kershner, A.B., A.M., '14.
1924, *Principal,* Harper High School; Harper, Kansas.

1924 R. K. Kester, A.B., '07.
1918, *Principal,* Yakima Senior High School; Yakima, Washington.

1923 R. N. Ketcham, A.B., '13; Ph.B., '04.
1914, *Supervisor,* Oak Park and River Forest Township High School; 822 North Euclid Avenue, Oak Park, Illinois.

1919 Gilbert A. Ketcham, A.B., '99.
1912, *Principal,* Missoula County High School; 813 Hilda Street, Missoula, Montana.

1921 Ethel J. Keys.
High School; Mattoon, Illinois.

1925 J. A. Keyser.
New Concord, Ohio.

1924 (Mrs.) Alice G. Kidder, A.B., '04.
1921, *Principal,* Plainfield Community Consolidated Schools; Plainfield, Illinois.

1924 Harry D. Kies, M.A., '20.
1923, *Superintendent,* Public Schools; Mankato, Minnesota.

1924 H. E. Kilbourne.
1918, *Principal,* Abilene High School; Abilene, Kansas.

1925 Mae Kilcullen.
Elgin, Illinois.

1925 J. H. Kile, A.M., '13.
1924, *Superintendent,* Baker University; Alma, Kansas.

1924 Albert B. Kimball.
38 Williams Street, Worcester, Massachusetts.

1925 George E. Kimball.
Somerset, Massachusetts.

1921 P. H. Kimball, A.B., '11.
1920, *Principal,* Brunswick High School; Brunswick, Maine.

1925 Owen J. Kindall.
New Castle, Colorado.

1924 J. P. King, A.B., '01.
1923, *Principal,* Northeast Junior High School; Kansas City, Kansas.

1919 C. H. Kingman, A.B., '05.
1913, *Principal,* Township High School; Ottawa, Illinois.

1924 A. C. Kingsford.
Baraboo, Wisconsin.

1922 Charles R. Kinison.
Rosemond, Illinois.

1924 Roy C. Kinzie, A.B., '24.
1923, *Principal,* High School; Plevna, Kansas.

1921 Thomas J. Kirby, A.B., '06; M.A., '10; Ph.D., '13.
1920, *Professor of Secondary Education,* University of Iowa; Iowa City, Iowa.

1924 Edna Kirk, A.B., '11.
1923, *Principal,* Hutsonville Township High School; Hutsonville, Illinois.

1919 H. H. Kirkpatrick.
Principal, High School; Tuscola, Illinois.

1919 Gerald W. Kirn, Ph.B., '09; M.A., '13.
1919, *Principal,* High School; Council Bluffs, Iowa.

1925 Reverend R. G. Kirsch.
Central Catholic High School; Toledo, Ohio.

1925 Herbert W. Kittredge.
Westfield, Massachusetts.

1925 Roy Knapp, A.B., '17.
1923, *Principal,* Lecompton Schools; Lecompton, Kansas.

1924 H. E. Knarr.
Des Plaines, Illinois.

1924 E. L. Kneeland.
Danforth, Maine.

1924 Wily W. Knighten, B.B.A., '20.
1922, *Principal,* Grass Valley Public Schools; Grass Valley, Oregon.

1922 Robert R. Knowles, B.S.
1922, *Principal,* Industrial Arts High School; Sterling, Colorado.

1924 O. E. Knutson.
Egan, South Dakota.

1921 Oscar F. Koch, Ph.B.
1921, *Principal,* High School; Kewanee, Illinois.

1924 R. Koch.
Superintendent of Schools; Vivian, South Dakota.

1923 Grover C. Koffman, A.B., '10; M.A., '11.
1919, *Principal,* Shreveport High School; Shreveport, Louisiana.

1918 G. J. Koons, A.B., '12.
1918, *Superintendent of Schools, Principal,* Township High School; 922 North Chicago Street, Pontiac, Illinois.

1919 Leonard V. Koos, A.B., '07; A.M., '15; Ph.D., '16.
1919, *Professor of Secondary Education,* University of Minnesota; Minneapolis, Minnesota.

1924 Zola Kramme, A.B., '16.
1925, *Principal,* High School; Hampton, Iowa.

1925 A. W. Krause.
South High School; Grand Rapids, Michigan.

1922 Mathilda Krebs.
1917, *Principal,* Westmont-Upper Yoder High School; Johnstown, Pennsylvania.

1925 Edward D. Kroesch, A.B., '15; A.M., '16.
1920, *Principal,* High School; Hoisington, Kansas.

1925 H. W. Krohn.
New Athens, Illinois.

1925 Ernest Krost.
Coffeen, Illinois.

1919 Richard E. Krug.
1903, *Principal,* North Division High School; Milwaukee, Wisconsin.

1923 Lewis D. Kruger, B.S., '10.
1921, *Principal,* Rosedale High School; Kansas City, Kansas.

1919 W. W. Krumsiek, A.B., '13.
Edwardsville, Illinois.

1925 Maurice J. Lacey.
Jamaica Plain, Massachusetts.

1924 Elroy O. LaCasce.
Fryeburg Academy; Fryeburg, Maine.

1924 Charles B. Lamb.
Lunenberg, Massachusetts.

1924 Milton B. Lambert, A.B., '13.
1923, *Principal,* Houlton High School; Houlton, Maine.

1924 Andrew Jackson Lang, LL.B., '11; B.S., '20.
1920, Senior High School; Huron, South Dakota.

1917 D. Lange, A.B., '09.
1916, *Principal,* Mechanic Arts High School; St. Paul, Minnesota.

1925 Emil Lange.
Southern State Teachers' College; Springfield, South Dakota.

1925 R. Emerson Langfitt.
Beckley High School; Beckley, West Virginia.

1923 (Mrs.) Zenaide Larkins.
1921, *Principal,* Northville High School; Northville, Michigan.

1924 Howard Paul Larrabee, B.S., '22.
1923, *Principal,* Wells High School; Wells, Maine.

1922 John A. Larson, A.B., '12; A.M., '23.
1917, *Principal,* Senior High School; Little Rock, Arkansas.

1925 Merville Larson.
Castlewood, Colorado.

1924 W. W. Lautenbach, B.S., '21.
1922, *Principal,* Zeigler Community High School; Zeigler, Illinois.

1925 W. J. Lawrence.
Tyndall, South Dakota.

1924 Chester E. Lawson, A.B., '20; M.A., '23.
1924, *Principal,* Rural High School; Severance, Kansas.

1924 Ernest J. Lawton, B.S., '10.
1922, *Principal,* Orange High School; Orange, Massachusetts.

1924 C. M. Layton, B.S., '20.
1924, *Principal,* Washington High School; Massillon, Ohio.

1920 H. W. Leach, B.S., '11.
1925, *Principal,* Central High School; Lima, Ohio.

1924 F. Harris Leavitt.
Eliot, Maine.

1925 Mary Ledbetter.
J. Sterling Morton High School; Cicero, Illinois.

1925 Amos C. Lee.
Manning, Iowa.

1922 Charles E. LeFurge, A.B., '16.
1918, *Principal,* Lansing Senior High School; Lansing, Michigan.

1925 H. O. Le Grande, A.B., '21.
1922, *Principal,* Kansas High School; Kiowa, Kansas.

1922 H. M. Leinbaugh, B.S., '13.
Mendon, Illinois.

1919 J. E. Lemon, A.B., '83.
1894, *Superintendent of Schools;* Blue Island, Illinois.

1924 M. L. Lennon, M.A.
Harpers Ferry, West Virginia.

1925 Lula Leonard.
Galatia, Illinois.

1925 Bert Lester.
Ashkum, Illinois.

1924 Orlando Atwood Lester, B.S., '22.
1922, *Principal,* Eastern Maine Institute; Springfield, Maine.

1925 George L. Letts.
Elmhurst, Illinois.

1922 Martha M. Letts, A.B., '83.
1903, *Principal,* High School; Sedalia, Missouri.

1925 E. A. Lewey.
Litchfield, Illinois.

1925 Arthur Lewis.
Pecatonica, Illinois.

1925 William Dodge Lewis.
38 East Greenwood Avenue, Lansdowne, Pennsylvania.

1923 James A. Lewis, B.S., '15.
1922, *Principal,* Westbrook High School; Westbrook, Maine.

1924 Jonas Leyman.
Elkpoint, South Dakota.

1924 Dwight L. Libbey.
West Paris, Maine.

1923 E. S. Lide, A.B., '14; LL.B., '16.
1920, *Principal,* Lawton High School; Lawton, Oklahoma.

1925 Ernest Lightbody, A.B., '17.
1922, *Principal,* Grade Schools and High School; Belvue, Kansas.

1921 Earl K. Lightcap.
Stockton, Illinois.

1922 M. E. Ligon, A.B., '05; A.M., '21.
1921, *Principal,* High School; Ashland, Kentucky.

1922 E. E. Liljequist, B.Ed., '24.
1924, *Superintendent;* Fulton, Illinois.

1924 J. E. Linch.
Johnson City, Illinois.

1923 S. J. Linck.
Ravenna, Michigan.

1924 J. W. Lindley.
Cheney, Washington.

1920 R. V. Lindsey, B.E., '19.
Principal, Pekin Community High School; Pekin, Illinois.

1922 F. W. Lipper, A.B., '14.
1920, *Principal,* Sterling High School; Sterling, Kansas.

1922 Sherman Littler, A.B., '11; A.M., '12.
1921, *Principal,* Township High School; Henry, Illinois.

1924 James A. Lobban, A.B., '98; A.M., '99.
1903, *Principal,* Bartlott High School; Webster, Massachusetts.

1923 (Mrs.) Ethel Lock, A.B., '11.
1923, *Principal,* Cherokee County Community High School; Columbus, Kansas.

1925 Rueben I. Lockey, B.L., '22.
1923, *Principal,* Grinell Rural High School; Grinell, Kansas.

1920 A. V. Lockhart, A.B., '15; A.M., '17.
Lockport, Illinois.

1925 J. C. Loevenguth, B.S., '15.
Principal, Junior High School; Wichita, Kansas.

1919 E. H. Lomber, Ph.B., '03; Ph.M., '06.
1906, *Principal,* Canandaigua Academy; Canandaigua, New York.

1924 Charles Lombard.
Kennebunk, Maine.

1924 Reverend W. J. Lonergan.
St. Mary's College; Van Buren, Maine.

1924 Edith A. Longbon.
Principal, Berea High School; Berea, Ohio.

1917 H. B. Loomis, A.B., '85; Ph.D., '90.
1905, *Principal,* Hyde Park High School; Chicago, Illinois.

1925 G. E. Loomis.
Big Rapids, Michigan.

1925 R. H. Loomis, A.B., '22.
1923, *Principal,* Bendena Rural High School; Bendena, Kansas.

1925 N. S. Lord.
Bridge Academy; Dresden Mills, Maine.

1925 Dolan Loree.
Box 491, Geneva, Illinois.

1925 Seth A. Loring, A.B., '05.
1920, *Principal,* Howe High School; Billerica, Massachusetts.

1925 Daniel Lothman.
East High School; Cleveland, Ohio.

1923 Norman D. Lothrop, B.A., '17.
1922, *Principal,* Bingham High School; Bingham, Maine.

1923 Harold Loucks, B.A., '15.
1925, *Principal,* Junior High School; Arkansas City, Kansas.

1925 Philip Lovejoy, A.B., '16.
1923, *Principal,* High School; Marshall, Michigan.

1919 O. H. Lowary, A.B., '02.
1910, *Principal,* High School; 207 West South Street, Painesville, Ohio.

1922 A. W. Lowe, A.B., '00.
1922, *Principal,* Portland High School; Portland, Maine.

1923 Millard L. Lowery, A.B., '09; A.M., '14.
1922, *Principal,* Senior High School; New Brunswick, New Jersey.

1924 G. E. Lowry.
Stonington, Illinois.

1919 W. M. Loy.
Gibson City, Illinois.

1924 Michael H. Lucey, B.S., '06; A.M., '08; Ph.D., '09.
1917, *Principal,* Julius Richman High School; New York City, New York.

1924 B. G. Ludwig.
Martins Ferry, Ohio.

1925 August Lukes.
Chesterfield, Illinois.

1925 Louise A. Luibhiaun.
Annapolis High School; Annapolis, Maryland.

1925 F. A. Lunan, B.A., '17.
1923, *Principal,* High School; Chariton, Iowa.

1924 O. S. Lutes.
Medford, Minnesota.

1925 H. V. Lynn.
Byron, Illinois.

1916 Edmund D. Lyon, A.B., '02; Ped.D., '08.
1919, *Principal,* High School; 5505 Arnsby Place, Cincinnati, Ohio.

1925 Frances E. Lyons.
Lyons, Michigan.

1922 S. H. Lyttle, A.B., '15.
1920, *Principal,* High School; Manistee, Michigan.

1924 Mary MacDonald, B.A., '05.
1921, *Principal,* Northfield High School; Northfield, Massachusetts.

1925 Albert C. MacGregory.
Brockton, Massachusetts.

1925 H. Mackenzie.
Geneva, Illinois.

1924 J. W. MacNeist, Ph.B., '11.
1920, Century Company; 2126 Prairie Avenue, Chicago, Illinois.

1923 Francis J. Macelwane.
2535 Collingwood Avenue; Toledo, Ohio.

1924 L. O. Machlau.
Gunnison, Colorado.

1924 Alfred R. Mack, Ph.D., '22.
1922, *Principal,* High School; Warren, Massachusetts.

1924 Earle H. MacLeod.
West Bridgewater, Massachusetts.

1925 David Magill.
Richmond, Illinois.

1923 Evan L. Mahaffey, B.A., '07; M.A., '11.
1920, *Principal,* South High School; Columbus, Ohio.

1923 Joseph F. Manley.
Boys' High School; Paterson, New Jersey.

1924 Don T. Mann.
Dunnellon, Florida.

1924 Gilbert C. Mann, B.S., '15.
1923, *Principal,* Oliver Ames High School; North Easton, Massachusetts.

1922 Martin M. Mansperger, B.Sc., in Ed.
1921, *Principal,* High School; Zanesville, Ohio.

1921 J. O. Marberry, A.B., '08; A.M., '16.
1921, *Principal,* Rockford High School; Rockford, Illinois.

1924 Lindsay J. March, A.B., '21; A.M., '23.
1923, *Principal,* Foxcroft Academy; Dover-Foxcroft, Maine.

1924 Louis O. Marklau, A.B., '22; A.M., '16.
1920, *Principal,* Gunnison County High School; Gunnison, Colorado.

1921 Frank H. Markman, A.B., '11;
1921, *Principal,* Jersey Township High School; Jerseyville, Illinois.

1923 Edward T. Marlatt, Ph.B., '03.
1918, *Principal,* High School; Hackensack, New Jersey.

1924 R. M. Marrs, A.B., '17; M.A., '18.
1918, *Principal,* South High School; Omaha, Nebraska.

1925 George C. Marsden.
Plymouth, Massachusetts.

1924 C. W. Marshall, B.A., '88.
1919, *Principal,* High School; Conway, Massachusetts.

1925 Donald E. Marshall.
Ludlow, Massachusetts.

1925 Fred L. Marshall.
Wapella, Illinois.

1923 Franklin O. Marshall, Ph.B., '15; B.S., '17; A.M., '18.
1919, *Principal,* Vermilion Academy; Vermilion Grove, Illinois.

1916 George Edward Marshall, A.B., '90.
1907, *Principal,* Davenport High School; Davenport, Iowa.

1923 H. C. Marshall, A.B., '97.
1918, *Principal,* Hubbard Junior High School; Columbus, Ohio.

1916 J. E. Marshall, B.S., '01; M.A., '19.
1916, *Principal,* Central High School; 1696 Blair Street, St. Paul, Minnesota.

1925 K. H. Marshall.
Harding High School; Marion, Ohio.

1925 L. M. Marshall.
Brownell Junior High School; Cleveland, Ohio.

1924 Murray Martin, A.B., '22.
1923, *Principal,* Eaton Rapids High School; Eaton Rapids, Michigan.

1923 Isaac V. Martin, A.B., '17.
1924, *Superintendent,* Medicine Lodge Public Schools; Box 626, Medicine Lodge, Kansas.

1925 George Masselink.
Willow Lake, South Dakota.

1916 J. G. Masters, Ph.B., '12; A.M., '15.
1915, *Principal,* Central High School; Twentieth and Dodge Streets, Omaha, Nebraska.

1924 Edith E. Mastus.
Petersburg, Illinois.

1925 A. R. Matheny.
Bismarck, Illinois.

1924 Neil D. Mathews, B.S., M.A., '23.
1924, *Principal,* West Commerce High School; Cleveland, Ohio.

1923 Norman L. Mathews, B.S., '16.
1918, *Principal,* Waterville Senior High School; Waterville, Maine.

1922 Arthur J. Matteson, A.B., '14.
1920, *Principal,* A. D. Johnston High School; Bessemer, Michigan.

1922 E. W. Mattoon.
St. Joseph, Illinois.

1920 E. O. May, B.S., '11.
1921, *Principal,* Township High School; Robinson, Illinois.

1923 Fred A. Mayberry.
Weatherford, Oklahoma.

1922 Herman Mayhew.
Morgan Park Military Academy; Chicago, Illinois.

1925 H. A. Mayhne.
Beecher, Illinois.

1924 R. J. Mayo.
Hopkins, Minnesota.

1924 Vernon Griffith Mays, Ph.B., '94; A.M., '05.
1923, *Principal,* Fergus County High School; Lewistown, Montana.

1925 E. E. Mecham, B.S., '17.
1923, *Principal,* Lorraine Rural High School; Lorraine, Kansas.

1923 L. F. Meade, Ph.B., '03.
1921, *Principal,* Senior High School; Port Huron, Michigan.

1923 William Henry Meck, A.B., '94; A.M., '98.
1909, *Principal,* Stivers High School; Dayton, Ohio.

1925 F. J. Meier.
Des Moines, Iowa.

1925 Otto Meierdicks.
Modesto, Illinois.

1925 E. B. Mell.
Athens High School; Athens, Georgia.

1921 A. B. Melrose, A.B., '15.
Principal, High School; Charles City, Iowa.

1921 Charles E. Melton, A.B.S., '17.
1921, *Principal,* Walnut Commercial High School; Walnut, Illinois.

1920 Monroe Melton.
1920, *Principal,* Hall Township High School; Spring Valley, Illinois.

1925 Bessie L. Mendenhall.
Merrill, Iowa.

1924 George Henry Merriam, A.B., '16.
1916, *Principal,* Good Will Farm; Hinckley, Maine.

1919 A. W. Merrill, A.B., '90.
1923, *Assistant Superintendent of Schools;* Des Moines, Iowa.

1924 Evan W. D. Merrill.
Marlboro, Massachusetts.

1924 Lee S. Merrill.
Kingston, Massachusetts.

1923 Louise A. Merrill, Pd.B., '94; A.B., '18.
1918, *Principal,* Byers Junior High School; Denver, Colorado.

1924 B. C. Merry, A.B., '02.
1919, *Principal,* Lexington High School; Lexington, Massachusetts.

1924 F. H. Merten.
Ouray, Colorado.

1923 R. B. Mertz, B.S., B.Pd., '16.
1921, *Principal,* Trinidad High School; Trinidad, Colorado.

1924 Bruce W. Merwin, A.B., B.S., '11; A. M., '24.
1921, *Principal,* Wallace County Community High School; Sharon Springs, Kansas.

1925 A. A. Metcalf.
Michigan State Normal College; Ypsilanti, Michigan.

1924 D. E. Metts, A.B., '14; M.A., '22.
1918, *Principal,* Shore High School; Euclid, Ohio.

1924 Carl H. Meyer, A.B., B.S., '02; A.M., '23.
1902, *Principal,* Central High School; Canton, Ohio.

1925 I. Ivan Meyer.
Cedar Rapids, Iowa.

1925 William W. Meyer.
Harvard, Illinois.

1923 (Mrs.) Rachel S. Michael.
1922, *Member,* St. Louis Board of Education; St. Louis, Missouri.

1924 F. L. Milan.
North Haven, Maine.

1924 A. F. Miller.
St. Francisville, Illinois.

1924 Alpha M. Miller.
Jackson, Missouri.

1916 Armand R. Miller, B.S., '97; A.M., '23.
1914, *Principal,* McKinley High School; St. Louis, Missouri.

1925 A. W. Miller.
1921, *Principal,* Junior High School, Great Bend, Kansas.

1923 C. E. Miller, B.S., '18.
1922, *Superintendent,* Eudora Rural High School; Eudora, Kansas.

1922 C. E. Miller, B.S., '18.
1922, *Superintendent,* Kansas High School; Kansas, Illinois.

1924 Clifford W. Millar, A.B., '10; A.M., '11.
1923, *Principal,* Story High School; Manchester, Massachusetts.

1922 D. W. Miller, B.S., '21.
1922, *Principal,* Community High School; Geneva, Illinois.

1919 E. F. Miller, Ph.B.; Ph.M.
1911, *Principal,* Ryen High School; Youngstown, Ohio.

1916 Edwin L. Miller, A.B., '90; A.M., '91.
1922, *Director of Languages,* Board of Education; Detroit, Michigan.

1924 Emmett T. Miller, A.B., '15; B.S., '16.
1918, *Principal,* Hannibal Senior High School; Hannibal, Missouri.

1925 Edgar Miller.
Kennard Junior High School; Cleveland, Ohio.

1916 Fred J. Miller, A.B., '15; M.A., '23.
1913, *Principal,* East High School; Waterloo, Iowa.

1922 Fred L. Miller, B.S., '21.
1923, *Superintendent and Principal,* Valley Falls High School; Valley Falls, Kansas.

1922 H. L. Miller, A.B., '02.
1912, *Professor of Education,* University of Wisconsin; Madison, Wisconsin.

1918 Henry P. Miller.
1893, *Principal,* Public High School; Atlantic City, New Jersey.

1923 Mabel E. Miller, A.B., '14.
1921, *Principal,* High School; Littleton, Colorado.

1924 Paul G. Miller, A.B., '16.
1922, *Principal,* Community High School; Staunton, Illinois.

1924 Paul S. Miller, A.B., '10; A. M., '23.
1922, *Principal,* Meriden High School; Meriden, Connecticut.

1925 R. L. Miller.
Erwin, South Dakota.

1925 W. E. Miller.
Middletown, Ohio.

1923 Ward I. Miller, A.B., '14; A. M., '15.
1920, *Superintendent of Schools;* Wiley, Colorado.

1922 C. L. Milton, A.B., '15.
1920, *Principal,* High School; St. Joseph, Michigan.

1924 C. C. Minatra.
Ozona Public Schools; Ozona, Texas.

1925 George J. Minear.
Dallas City, Illinois.

1924 W. D. Mingee.
Danville, Illinois.

1920 Fred C. Mitchell, B.S., '00; M.A., '06.
1915, *Principal,* Classical High School; Lynn, Massachusetts.

1924 Le Roy W. Moan.
Cherryfield Academy; Cherryfield, Maine.

1924 T. O. Moles, B.S., '13.
1923, *Principal,* High School; Marshalltown, Iowa.

1925 H. F. Moninger.
Newark High School; Newark, Ohio.

1924 A. H. Monsees, A.B., '11; B. S., '13; A.M., '17.
1921, *Principal,* Westport Junior High School; Kansas City, Missouri.

1925 Alice Montgomery.
Eastern State Teachers' College; Madison, South Dakota.

1924 William Monypeny, B.S., '17.
1920, *Principal,* Marion High School; Marion, Kansas.

1924 C. H. Moore, A.M., '17.
1919, *Principal,* Clarksville High School; Clarksville, Tennessee.

1923 Harry W. Moore, Ph.B., '13.
1920, *Supervising Principal,* High Bridge High School; High Bridge, New Jersey.

1925 R. C. Moore.
Carlinville, Illinois.

1924 William L. Moore, A.B., '13.
1924, *Principal,* Longwood Commerce High School; Cleveland, Ohio.

1924 H. A. Moran.
Mishawaka, Indiana.

1924 Frank G. Moran.
Moran School, Manitou Park on Bainbridge Island; Rolling Bay, Washington.

1924 D. A. Morgan, B. S., '22.
1922, *Principal,* Shawnee-Mission Rural High School; Merriam, Kansas.

1922 Frederic E. Morgan, A.B., '19.
1919, *The Principia;* St. Louis, Missouri.

1925 H. S. Morgan.
Ashton, South Dakota.

1924 J. H. Morgan.
Ellensburg, Washington.

1924 E. E. Morley.
Principal, West High School; Akron, Ohio.

1924 R. H. Morris.
Flandreau, South Dakota.

1924 Arthur C. Morrison, A.B., '13.
1918, *Principal,* Cohasset High School; Cohasset, Massachusetts.

1925 G. A. Morris.
Roosevelt High School; Dayton, Ohio.

1925 J. C. Morrison.
Ohio State University; Columbus, Ohio.

1924 R. R. Morrow.
Florence, Colorado.

1924 Amos Clifton Morse, S.B., '22.
1923, *Principal,* Huntington High School; Huntington, Massachusetts.

1918 Frank L. Morse, A.B., '86; A.M., '89.
1909, *Principal,* Harrison Technical High School; Chicago, Illinois.

1925 Frank Purinton Morse, A.B., '90; A.M., '01.
1923, *Supervisor of Secondary Education,* State Department of Education, State House; Boston, Massachusetts.

1924 Clifford A. Morton, A.B., '98; A.M., '02; M. Pd., '19.
1898, *Superintendent of Schools,* Union Hill High School; Town of Union, New Jersey.

1924 Frank Everett Morton, B.S., '95; A.B., '96; M.A., '00; Ph.D., '15.
1924, *Principal and Superintendent,* Lyerly High School; Lyerly, Georgia.

1924 Arthur J. Mott.
North Attleboro, Massachusetts.

1924 Emma Case Moulton, A.B., '23.
Girls' Adviser, Roosevelt High School; Des Moines, Iowa.

1921 Fred H. Moulton.
Principal, High School; Clinton, Maine.

1920 L. E. Moulton, A.B., '93; Ped.D., '20.
1909, *Principal,* Edward Little High School; Auburn, Maine.

1924 Robert H. Mount.
Lamourie High School, Lecompte, Louisiana.

1922 E. L. Moyer, B.A., '14; M. A., '22.
1923, *Principal,* Marquette High School; Marquette, Michigan.

1924 Mary H. Moyer.
Reading, Pennsylvania.

1924 A. Edison Moyers, A. B., '12; M. S., '22.
1919, *Superintendent,* Public Schools; Sidney, Iowa.

1925 George U. Moyse.
322 East Harvard Street, Glendale, California.

1924 J. F. Muench.
Superintendent of Schools; Mountain Iron, Minnesota.

1924 James N. Muir.
132 East Broad Street; Bethlehem, Pennsylvania.

1924 Fred J. Mulder, A. B., '17; A.M., '23.
1923, *Principal,* High School; Allegan, Michigan.

1920 Edgar R. Mullins, A.B., LL.B.
1921, *Principal,* Community High School; Tolono, Illinois.

1923 F. A. Mundell.
1918, *Principal,* Reno Community High School; Nickerson, Kansas.

1924 Paul Merritt Munro, A.B., '10; A.M., '24.
1919, *Principal,* Selma Junior High School; Selma, Alabama.

1920 Irving Munson, A.B., '13.
1920, *Superintendent,* Momence Community High School; Momence, Illinois.

1924 George W. Murdoch, A.M., '07; Ph.B., '01.
1913, *Principal,* Southwestern High School; Detroit, Michigan.

1924 Mary E. Murphy.
Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago, Illinois.

1922 Margaret Murphy.
Carlinville, Illinois.

1920 Sanford Murphy.
Chillicothe, Illinois.

1925 B. J. Murray.
Regis High School; Denver, Colorado.

1925 Lucile Murtha.
Burbank, South Dakota.

1920 Jessie Muse.
1912, *Principal,* Girls' High School; Atlanta, Georgia.

1925 H. L. Myers.
Beaver Dam High School; Beaver Dam, Ohio.

1924 J. A. Myers.
Pedagogical Library; Philadelphia, Pennsylvania.

1925 L. P. Meyers, A.B., '18.
1922, *Principal,* Yates Center High School; Yates Center, Kansas.

1923 Ray F. Myers, A.B., '14; A.M., '21.
1922, *Principal,* Thomas Jefferson High School; Council Bluffs, Iowa.

1919 Perry W. McAllister, A.B.
1918, *Principal,* Township High School; Lovington, Illinois.

1922 George R. McClellan.
Bement, Illinois.

1925 G. N. McClusky.
Huron College Academy; Huron, South Dakota.

1916 E. H. Kemper McComb, A.B., '95; A.M., '98.
1916, *Principal,* Emmerich Manual Training High School; South Meridian and Merrill Streets, Indianapolis, Indiana.

1924 Orie McConkey, A.B., '03.
1896, *Principal,* Washington Irving High School; Clarksburg, West Virginia.

1922 A. H. McConnell, B.C.S., '15; B.Ed., '24.
1924, *Superintendent and Principal,* Piper City Community High School; Piper City, Illinois.

1922 W. W. McConnell, B.S., '17.
1922, *Principal,* Junior-Senior High School; Winfield, Kansas.

1917 Thomas J. McCormack, A.B., '84; LL.B., '90; A.M., '87; M.S., '91.
1903, *Principal,* LaSalle-Peru Township High School; LaSalle, Illinois.

1916 Joseph Stewart McCowan, Ph.B., '95; A.M., '00.
1916, *Principal,* High School; South Bend, Indiana.

1924 D. W. McCoy, A.B., '12; A.M., '23.
1923, *Principal,* High School; Springfield, Illinois.

1925 Thomas McCue.
Cherry, Illinois.

1922 H. W. McCulloch, A.B., '15.
1919, *Principal,* Chatsworth Township High School; Chatsworth, Illinois.

1925 H. C. McCullough.
Coshocton High School; Coshocton, Ohio.

1916 M. R. McDaniel, M.S., '05; A.M., '09.
1914, *Principal,* Oak Park and River Forest Township High School; Oak Park, Illinois.

1925 Ida McDermott.
Fostoria High School; Fostoria, Ohio.

1924 R. E. C. McDougall, B.A., '16.
1923, *Superintendent of Schools;* Bradley, Illinois.

1924 E. C. McDonald, B.A., '99.
1917, *Principal,* Beaumont High School; Beaumont, Texas.

1925 J. G. McDonald.
Lake Shore High School; Mt. Clemens, Michigan.

1924 L. E. McFadden.
Principal, High School; Metropolis, Nevada.

1923 Monte McFarlane.
Ishpeming, Michigan.

1925 Howard H. McGee, B.S., '24.
1924, *Principal,* High School; Beattie, Kansas.

1924 R. T. McGrath.
Lanark, Illinois.

1924 Earl C. McGraw, B.A., '22.
1922, *Principal,* Hampden Academy; Hampden Highlands, Maine.

1925 B. H. McIntosh.
Cheyenne, Wyoming.

1925 Donald McKay.
Monument, Colorado.

1923 Mabel F. McKee, B.A., '08.
1922, *Principal,* High School; Perry, Iowa.

1924 William P. McKee, A.B., '83; A.M., '97.
1897, *Dean,* Frances Shimer School; Mt. Carroll, Illinois.

1924 Ida E. McKinney, B.S., '22.
1922, *Principal,* Woodbine High School; Woodbine, Iowa.

1924 J. R. McKillop.
Selma, California.

1924 Harry C. McKown, B.S., '13; A.M., '17; M.A., '21; Ph.D., '23.
1923, *Assistant Professor of Secondary Education,* University of Pittsburgh; Pittsburgh, Pennsylvania.

1924 E. E. McLaughlin.
Sesser, Illinois.

1924 G. P. McLaughlin, A.B., '19.
1920, *Superintendent of Schools;* Frederick, Colorado.

1919 J. C. McMillan, A.B., '12.
1918, *Principal,* High School; Mason, Illinois.

1922 H. C. McMillin, A.B., B.S., '13; A.M., '16.
1918, *Principal,* Senior High School; Coffeyville, Kansas.

1923 Maude McMindes, B.S., '16.
1920, *Principal,* Senior High School; Hays, Kansas.

1922 J. V. McNally, A.B., '21.
Assistant Principal, Northwestern High School; Detroit, Michigan.

1924 Wayne W. McNally.
Howland, Maine.

1919 J. H. McNeel, A.B., '00.
1913, *Principal,* High School; 217 St. Lawrence Avenue, Beloit, Wisconsin.

1925 W. E. McNelly, M.A., '22.
Principal, Senior High School; El Dorado, Kansas.

1924 E. J. McNely, B.A., '13; B.S., '16; M.E., 20.
1923, *Principal,* Community High School; Gillespie, Illinois.

1924 R. L. McPheron, B.S., '08.
1912, *Principal,* McAlester High School; McAlester, Oklahoma.

1922 A. Guy McReynolds.
Pocahontas, Illinois.

1921 O. L. McReynolds, A.B., '15.
1919, *Principal,* High School; Atkinson, Illinois.

1919 W. E. McVey, B.S., '16; A.M., '19.
1919, *Principal,* Thornton High School; Harvey, Illinois.

1924 Arvid Nelson, B.S., '16.
1923, *Principal,* Atwood Community High School; Atwood, Kansas.

1922 J. B. Nelson, A.B., '19.
1920, *Principal,* High School; Batavia, Illinois.

1925 W. E. Nelson.
Quincy, Illinois.

1922 C. H. Nettels, A.B., '20.
1921, *Superintendent of Schools;* Smith Center, Kansas.

1921 C. H. Newcomber, B.S., '16.
1920, *Principal,* High School; Oskaloosa, Iowa.

1924 J. E. Newell.
365 South Harris Avenue, Columbus, Ohio.

1924 A. T. Newman.
St. Anthony, Idaho.

1924 J. K. Newmann.
1921, *Principal,* High School; Rockport, Illinois.

1925 J. I. Newton.
Ironton, Ohio.

1924 William A. Newell.
Superintendent of Schools; Pawtucket, Rhode Island.

1922 Ross J. Nichol.
1921, *Principal,* High School; Bluffs, Illinois.

1923 G. Harvey Nicholls, B.S., '12; A.M.,'24.
1920, *Principal,* Bound Brook High School; Bound Brook, New Jersey.

1924 Paul S. Nickerson, A.B., '13; A.M., '14.
1923, *Principal,* Middleboro High School; Middleboro, Massachusetts.

1924 C. E. Nickle.
Ft. Dodge, Iowa.

1925 C. H. Nickle.
Valley Junction, Iowa.

1924 Paul H. Nickolson.
Frederick, Colorado.

1925 Leo. D. Nicolaus.
Muscatine, Iowa.

1925 L. W. Nixon, A.B., '21.
1923, *Principal,* Rural High School; Sun City, Kansas.

1919 O. F. Nixon, A.B., '14; A.M., '22.
1920, *Principal,* East High School; Green Bay, Wisconsin.

1925 Margaret W. Noble.
Indianola, Iowa.

1924 Ward T. North, B.S., '15.
1920, *Principal,* Rochester High School; Rochester, Minnesota.

1925 Mary Norton.
Faulkton, South Dakota.

1921 Paul C. Norvell, B.S., '18.
1920, *Principal,* High School; Cairo, Illinois.

1924 Charles M. Novak, A.B., '08; A.M., '15; LL.B., '12.
1916, *Principal,* North Eastern High School; Detroit, Michigan.

1924 Howard H. Nuckols.
St. Charles High School; St. Charles, Missouri.

1916 E. P. Nutting, A.B., '02.
1905, *Principal,* High School; Moline, Illinois.

1925 L. M. Nye.
Farmer City, Illinois.

1924 Dora G. Nyrop, A.B., '14.
1918, *Principal,* McCook High School; McCook, Nebraska.

1924 E. A. Oakley, A.B., '13.
1920, *Principal,* High School; Auburn, Washington.

1924 Walter F. Oakman.
North Marshfield, Massachusetts.

1924 Joseph A. O'Brien, A.M., '05; A.B., '07; Ph.M., '12; LL.B., '24.
1924, *Principal,* Grover Cleveland Junior High School; Elizabeth, New Jersey.

1923 M. D. Oestreicher, A.B., '21.
1922, *Superintendent of Schools;* Bucyrus, Kansas.

1925 J. Leo O'Gorman.
Revere, Massachusetts.

1925 B. E. Ogden.
Yankton, South Dakota.

1924 F. A. Ogle.
Greeley, Colorado.

1925 Alzoth Ohlson.
North Park College; Chicago, Illinois.

1924 Lawrence J. O'Leary, B.L., '01.
1923, *Headmaster,* Lawrence High School; Lawrence, Massachusetts.

1925 James L. Oliver.
Big Stone City, South Dakota.

1917 F. H. Olney, A.B., '91.
1893, *Principal,* Senior High School; Lawrence, Kansas.

1923 Oliver L. Olson, A.B.
Lovila, Iowa.

1923 Glenn A. Omans, A.B., '20; M.A., '24.
1922, *Assistant Principal* of Central High School; Bay City, Michigan.

1922 A. B. O'Neil, B.S., '97.
1901, *Principal,* High School; Oshkosh, Wisconsin.

1924 Milton D. Openo.
Kinde, Michigan.

1925 Leon M. Orcutt, B.A., '20.
1924, *Principal,* Hanover Center High School; Hanover Center, Massachusetts.

1918 F. L. Orth, A.B., '00.
1917, *Principal,* High School; New Castle, Pennsylvania.

1921 L. G. Osborn, B.S., '12; A.B., '14; A.M., '18.
1920, *Principal,* High School; Wood River, Illinois.

1922 C. A. Ostiguy, M.E., '12.
1924, *Principal,* High School; Manito, Illinois.

1922 Charles Otterman, A.B., A.M.
Board of Education; Denton Building, Cincinnati, Ohio.

1924 J. W. Overall.
Ranger, Iowa.

1923 R. E. Owen.
Oak Grove Seminary; Vassalboro, Maine.

1924 Garrah M. Packer, B.A., '16.
1924, *Principal,* Mount Vernon High School, Mount Vernon, Iowa.

1924 I. C. Painter, A.B., '99.
1911, *Principal,* Wausau High School; Wausau, Wisconsin.

1919 Irving O. Palmer, '87; A.M., '90.
1910, *Principal,* Newton Technical High School; Newtonville, Massachusetts.

1924 Harold I. Palmer, A.B., '18.
1921, *Principal,* Groveland High School, Groveland, Massachusetts.

1925 Glenn H. Park.
St. Charles High School; St. Charles, Missouri.

1925 O. B. Park.
Opdyke, Illinois.

1925 L. W. Parker.
Isabel, South Dakota.

1923 J. C. Parlin.
1922, *Principal,* Freedom Academy; Freedom, Maine.

1924 Arthur H. Parmelee, M.A., '22; A.B., '17.
1921, *Principal,* Capitol Hill Junior High School; Oklahoma City, Oklahoma.

1924 W. R. Parmer, B.S., '19.
1919, *Principal,* Lansdowne High School; Lansdowne, Pennsylvania.

1921 John A. Partridge, A.B., '04.
1922, *Principal,* Caribou High School; Caribou, Maine.

1923 Thomas B. Partwood, B.S., '19; A.M., '22.
1922, *Principal,* Atchison High School, Atchison, Kansas.

1924 R. L. Paschal.
Fort Worth Central High School; Fort Worth, Texas.

1923 Inez Patterson, A.B., '13.
1922, *Principal,* Lenox High School; Lenox, Iowa.

1925 O. F. Patterson.
Irving, Illinois.

1922 O. W. Patterson.
Eldorado, Kansas.

1924 M. R. Patterson.
Baltimore, Maryland.

1925 S. H. Patterson.
Birmingham, Michigan.

1921 Della Patton, B.A., '12.
1920, *Principal,* High School; Washington, Iowa.

1925 Albert T. Patty.
Franklin, Massachusetts.

1922 Francis H. J. Paul, B.A., '97; Pd.M., '02; Pd.D., '03.
1914, *Principal,* DeWitt Clinton High School, Forest Hills, New York.

1924 W. L. Payne, B.S., '18.
1923, *Principal,* Richmond Burton Community High School; Richmond, Illinois.

1925 W. H. Payne.
Eagle Grove, Iowa.

1921 D. S. Peacock.
Freeport, Maine.

1924 Leo Peck.
Princeville, Illinois.

1924 John A. W. Pearce, B.S., '15.
1920, *Principal,* Oxford High School, Oxford, Massachusetts.

1924 Ralph E. Peck, A.B., '18.
Headmaster, East Maine Conference Seminary; Nucksport, Maine.

1925 Louis Peltier.
Shrewsbury, Massachusetts.

1922 Charles E. Pence, A.B., '08; A.M., '10.
1914, *Principal,* Harvard School for Boys; Chicago, Illinois.

1925 J. H. Pendleton, A.B., '19.
1921, *Principal,* Caldwell High School; Caldwell, Kansas.

1925 H. C. Pendry.
Xenia High School; Xenia, Ohio.

1924 C. B. Pennypacker, A.M., '00.
1912, *Principal,* Lower Merion High School; Ardmore, Pennsylvania.

1924 Everett V. Perkins, A.B., '05.
1923, *Principal,* Cony High School; Augusta, Maine.

1922 L. T. Perrill, B.S., '12.
1922, *Principal,* Dorrance Rural High School; Dorrance, Kansas.

1917 Charles H. Perrine, Ph.B., '92.
1924, *Principal,* High School; Chicago, Illinois.

1920 Ralph R. Perrine, A.B., '06.
1922, *Principal,* High School; Monmouth, Illinois.

1924 Ralph F. Perry.
Morristown High School; Morristown, New Jersey.

1923 Harry A. Peters, B.A., '02.
1908, *Principal,* University School; Cleveland, Ohio.

1925 E. C. Peterson.
Frederick, South Dakota.

1924 Charles J. Peterson, A.B., '07.
1919, *Headmaster,* High School; Wakefield, Massachusetts.

1924 H. R. Peterson.
International Falls, Minnesota.

1921 O. E. Peterson, A.B., '07; Ph.M., '10.
1914, *Superintendent,* Community High School; Sycamore, Illinois.

1924 Charles Edward Pethybridge, B.S., '06.
1924, *Principal,* Topsfield High School; Topsfield, Massachusetts.

1923 C. A. Pettersen, Ph.B., '93.
1915, *Principal,* Carl Schurz Evening High School; Chicago, Illinois.

1924 Alvin F. Petty.
1922, *Principal,* Benjamin Funk High School; Shirley, Illinois.

1925 Jefferson D. Petty, B.S., Agr., '22.
1922, *Principal,* Wilson High School; Wilson, Kansas.

1924 E. O. Phares, A.B., '22.
1922, *Principal,* Community High School; Sheldon, Illinois.

1924 C. E. Phillips, A.B., '07; A.M., '09.
1922, *Principal,* Durham High School; Durham, North Carolina.

1924 C. W. Phillips.
Jones Valley High School; Powderly, Alabama.

1924 Edwin Phillips.
Hollis, Maine.

1923 H. S. Philips, A.B., '84; A.M., '05.
1920, *Principal,* Grove Junior High School; Denver, Colorado.

1924 O. B. Phillips.
Tyndall, South Dakota.

1924 Harrie J. Phipps.
Whitinsville, Massachusetts.

1923 Eli Pickwick, Junior.
East Side High School; Newark, New Jersey.

1920 Frederick H. Pierce, A.B., '08.
1924, *Principal,* Beverly High School; Beverly, Massachusetts.

1925 H. W. Piggott.
Parkersburg High School; Parkersburg, West Virginia.

1924 William Pittaway.
Ashland, Massachusetts.

1925 A. H. Platt, A.B., '06.
1923, *Principal,* Rural High School; Manhattan, Kansas.

1925 G. E. Platt.
Keithsburg, Illinois.

1924 Frederic W. Plummer, A.B., '91; A.M., '94; Pd.D., '17.
1918, *Principal,* High School; Northampton, Massachusetts.

1922 Louis E. Plummer, B.S., '09; B.C.S., '09.
1918, *Principal,* Fullerton Union High School; Fullerton, California.

1924 Mortimer W. Plunkett.
1921, *Principal,* Lincoln School; Warren, Michigan.

1925 E. C. Pocock, B.S., '15.
1920, *Superintendent,* Hazelton High School; Hazelton, Kansas.

1924 William F. Pollard, A.B., '13; Ed.M., '24.
1924, *Principal,* Arms Academy; Shelburne Falls, Massachusetts.

1924 Ray Eugene Pomeroy, A.B., '10; B.S., '15.
1918, *Principal,* Stoughton High School; Stoughton, Massachusetts.

1923 Martha Pond.
Business High School, Pittsburgh, Pennsylvania.

1922 H. J. Ponitz, Ph.B., '20.
1923, *Principal,* High School; Sault Ste. Marie, Michigan.

1924 Chester T. Porter, A.B., '96.
1917, *Principal,* Classical High School; Worcester, Massachusetts.

1917 D. E. Porter, A.B., '02.
1919, *Principal,* Omaha Technical High School; Omaha, Nebraska.

1922 H. V. Porter, B.E., '16.
1918, *Principal,* Community High School; Athens, Illinois.

1923 Jennie E. Post.
Van Buren Junior High School; Cedar Rapids, Iowa.

1924 Harold H. Postel.
Wauwatosa, Wisconsin.

1924 Lelah E. Pote, B.A., '15.
1922, *Principal,* Vermilion High School; Vermilion, South Dakota.

1922 I. B. Potter, A.B., '11.
1920, *Superintendent of Schools;* Dixon, Illinois.

1917 John L. G. Pottorf, A.B., '03; M.E., '11; M.A., '11.
1907, *Principal,* McKinley High School; Canton, Ohio.

1925 K. C. Poulson.
Lowell, Michigan.

1917 John Rush Powell, A.B., '97; A.M., '99.
1909, *Principal,* Soldan High School; St. Louis, Missouri.

1925 R. C. Powell.
Blissfield, Michigan.

1919 E. W. Powers.
Fairbury, Illinois.

1925 Leonard Power.
Bryan Street High School; Dallas, Texas.

1925 P. H. Powers.
John Adams High School; Cleveland, Ohio.

1924 S. W. Powley, A.B., '20.
1923, *Principal,* Dickinson High School; Dickinson, North Dakota.

1918 William Prakken, A.B., '98; Ph.B., '00.
1915, *Principal,* High School; Highland Park, Michigan.

1924 Ernest M. Pratt.
Millbury, Massachusetts.

1921 W. A. Pratt, A.B., '82; A.M., '85.
1921, *Superintendent,* Atwood Township High School; Atwood, Illinois.

1923 Walter M. Pratt.
Waterloo, New York.

1924 (Mrs.) Corrie A. Preston, A.B., '08.
1923, *Principal,* West Plains High School; West Plains, Missouri.

1925 Clyde Price.
Bloomingdale, Michigan.

1925 John K. Price.
Waggoner, Illinois.

1924 Helen Pritchard, M. A., '22.
1923, *Girls' Adviser,* East High School; Des Moines, Iowa.

1923 D. G. Pritchard, A.M., '15.
1922, *Vice-Principal,* East High School; Des Moines, Iowa.

1924 Frank C. Prince, S.B., '16.
1919, *Principal,* Alliance High School; Alliance, Nebraska.

1919 Ralph W. Pringle.
Principal, High School; Illinois Normal University; Normal, Illinois.

1925 Carson C. Priser.
Camargo, Illinois.

1921 G. A. Prock.
Principal, Kennebunkport High School; Kennebunkport, Maine.

1921 Clarence W. Proctor, A. B., '98.
1920, *Principal,* Bangor High School; Bangor, Maine.

1924 Ralph W. Proctor, B.S., '21.
1924, *Principal,* Smith Academy; Hatfield, Massachusetts.

1923 H. G. Provines.
Oklahoma City, Oklahoma.

1925 Edgar C. Pruitt.
Springfield, Illinois.

1916 Merle Prunty, A.B., '09.
1918, *Principal,* Central High School; Tulsa, Oklahoma.

1925 Roswell C. Puckett.
Benjamin Bosse High School; Evansville, Indiana.

1923 W. J. Puffer.
Dort Junior High School; Flint, Michigan.

1922 John H. Pugh.
Western Teachers' Exchange; 122 South Michigan Avenue, Chicago, Illinois.

1924 George C. Purington.
Fort Fairfield, Maine.

1924 R. K. Purl, B.S., '22.
1923, *Principal,* Community High School; Dupo, Illinois.

1924 Clifton C. Putney.
Bridgewater, Massachusetts.

1921 Clarence P. Quimby, A.B., '10.
1923, *Principal,* High School; South Manchester, Connecticut.

1924 Thomas J. Quirk, A. B., '15; A.M., '19.
1920, *Principal,* Milford High School; Milford, Massachusetts.

1924 P. E. Quiring.
Freeman, South Dakota.

1924 A. W. Race.
Hermon, Maine.

1923 Stuart R. Race, A.B., '11.
1924, *Principal,* Junior-Senior High School; Glen Ridge, New Jersey.

1924 Ralph Radcliffe, A.B., '21.
1919, *Principal,* Dormont High School; South Hills Branch, Pittsburgh, Pennsylvania.

1924 Frances D. Radford, A.B., '02; M.A., '22.
1918, *Principal,* Junior-Senior High School; Menominee, Michigan.

1919 James Rae, B.S., '03.
1918, *Principal,* High School and Junior College; Mason City, Iowa.

1919 L. W. Ragland, A.B.; A.M., '19.
1922, *Superintendent of Schools;* Normal, Illinois.

1919 J. E. Raibourn, A.B., '96.
1916, *Principal,* Township High School; Eldorado, Illinois.

1923 Alfred C. Ramsey, B.S., '14.
1920, *Assistant Principal,* Montclair High School; Montclair, New Jersey.

1924 Charles S. Randall, B.S., '16.
1921, *Principal,* Norton High School; Norton, Massachusetts.

1924 Woodford M. Rand, A.B., '16.
1924, *Principal,* Newport High School; Newport, Maine.

1922 Foster S. Randle, A.B., '11.
1922, *Principal,* East Side High School; Madison, Wisconsin.

1922 George C. Ranne.
Roseville, Illinois.

1923 Lee C. Rasey, A.B., '13.
1920, *Principal,* High School; Appleton, Wisconsin.

1924 F. E. Ray, B.Sc., '21.
1923, *Principal,* Cropsey Community High School; Cropsey, Illinois.

1924 S. J. Rawson.
Mexico High School; Mexico, Maine.

1918 A. A. Rea, A.B., '13.
1917, *Principal,* West High School; Aurora, Illinois.

1923 Everett A. Rea, Jr., A.B., '20.
1922, *Principal,* High School; Webster City, Iowa.

1921 W. C. Reavis, A.M.
1921, *Principal,* University High School; University of Chicago; Chicago, Illinois.

1925 O. B. Redenbo.
Lyndon, Illinois.

1925 Cyril D. Reed.
Rose Hill, Illinois.

1918 Ernest John Reed, A.B., '15.
1916, *Principal,* Adrian High School; Adrian, Michigan.

1918 Joseph A. Reed, B.S., '06; A.M., '07.
1906, *Principal,* Franklin High School; Seattle, Washington.

1924 James P. Reed.
Hopkins Academy; Hadley, Massachusetts.

1924 Truman G. Reed, A.B., '16.
1922, *Principal,* Central Intermediate School; Wichita, Kansas.

1920 Q. Ray Reedy, B.E., '24.
1920, *Superintendent,* Hamilton Public Schools; Hamilton, Illinois.

1924 Lloyd Wm. Reese, B.S., '20.
1924, Mentzer Bush and Company, 1639 Minnesota Avenue, Columbus, Ohio.

1922 William David Reeve, Ph.D., '24.
1924, *Associate Professor of Mathematics,* Teachers College; New York, N. Y.

1920 B. L. Reeves.
1923, *Principal,* Township High School; Williamsville, Illinois.

1925 H. C. Reichel.
Astoria, Illinois.

1924 G. H. Reid.
McNobb, Illinois.

1922 Cecil K. Reiff.
Principal, Central High School, Muskogee, Oklahoma.

1925 F. N. Reinbolt.
Shadyside, Ohio.

1925 Norman I. Reist, B.S., '21.
Principal, High School; Olathe, Kansas.

1924 Eleanora Renz.
Evanston High School; Evanston, Wyoming.

1924 Albert Renwick, A.B., '21; A.M., '22.
1923, *Principal,* High School; Hudson, Michigan.

1925 Homer E. Reynolds.
Johnston City, Illinois.

1925 Jennie J. Reynolds.
Romeo, Michigan.

1922 O. M. Rhine, A.B., '13.
1920, *Principal,* High School; Manhattan, Kansas.

1917 Clarence T. Rice, A. B., B.Sc., '11; A.M., '18.
Principal, Kansas City High School; Kansas City, Kansas.

1924 Clinton A. Rice, A.B., '23.
1923, *Principal,* Benton Harbor High School; Benton Harbor, Michigan.

1925 I. N. Rice.
Holyoke High School; Holyoke, Colorado.

1924 Ralph D. Richards, A.B., '12.
1921, *Principal,* Rocky River High School; Cleveland, Ohio.

1924 William A. Richards.
Iola, Kansas.

1924 Bertram C. Richardson, A.B., '98.
1920, *Headmaster,* East Boston High School; East Boston, Massachusetts.

1924 Charles R. Richardson.
West High School; Minneapolis, Minnesota.

1925 Edwin A. Richardson.
Holden, Massachusetts.

1924 Myron W. Richardson.
Principal, Girls' High School; Brighton, Massachusetts.

1923 J. Homer Richart, A.B., '11.
1921, *Principal,* Rural High School; Marysville, Kansas.

1924 Mary O. Richey, B.L., '95; M.S., '97.
1911, Oak Park and River Forest High School; Oak Park, Illinois.

1924 Walter Riddle.
High School; Elkins, West Virginia.

1922 S. H. Rider.
Wichita Falls, Texas.

1924 J. J. Riemersma, A.B., '14.
1919, *Principal,* Holland High School; Holland, Michigan.

1923 F. W. Rienher.
West Orange High School; West Orange, New Jersey.

1925 P. F. Ries.
Galion, Ohio.

1925 Carlyle C. Ring.
Sudbury, Massachusetts.

1922 E. F. Ring.
1922, *Superintendent,* Saybrook High School; Saybrook, Illinois.

1922 Wilfred Harvey Ringer, B.A., '08.
1920, *Principal,* High School; Gloucester, Massachusetts.

1921 H. A. Ritcher.
Leaf River, Illinois.

1921 B. J. Rivett, S.B.
1920, *Assistant Principal,* Northwestern High School; Detroit, Michigan.

1924 William L. Roach, A.B., '20; A.M., '22.
1923, *Principal,* High School; Ponca City, Oklahoma.

1925 Ralph Robb.
Phillips County High School; Holyoke, Colorado.

1919 Will C. Robb, A.B., '14; A.M., '15.
1920, *Principal,* Part-Time School, J. Sterling Morton High School; Cicero, Illinois.

1923 Charles A. Robbins, Ph.B., '00.
1923, *Principal,* Mattanawcook Academy; Lincoln, Maine.

1923 Chester Robbins, A.B., '13; A.M., '22.
1919, *Principal,* High School; Bridgeton, New Jersey.

1925 T. E. Robbins.
Philip, South Dakota.

1924 J. A. Roberts.
Beresford, South Dakota.

1924 L. F. Roberts.
Iowa City, Iowa.

1925 L. B. Robertson.
Mason, Illinois.

1922 R. M. Robertson.
Erie, Illinois.

1924 L. C. Robey.
Morrisonville, Illinois.

1924 Ernest L. Robinson, A.B., '94; A.M., '01.
1909, *Principal,* Hillsborough County High School; Tampa, Florida.

1925 Everett W. Robinson.
Mansfield, Massachusetts.

1923 V. H. Robinson.
Oldtown, Maine.

1925 W. J. Robinson, A.B., '15.
1923, *Principal,* High School; Lincoln, Kansas.

1924 W. T. Robinson.
Chattanooga, Tennessee.

1923 Emily Rockwood.
Calais Academy; Calais, Maine.

1917 George H. Rockwood, A.B., '79; A.M., '82.
1900, *Principal,* Austin High School; Chicago, Illinois.

1925 Wilbur J. Rockwood.
Everett, Massachusetts.

1922 William S. Roe, A.B., '05; A.M., '15.
1920, *Principal,* Colorado Springs High School; Colorado Springs, Colorado.

1923 Joseph Roemer, A.B.; A.M.; Ph.D., '19.
1920, *Professor Secondary Education;* Gainesville, Florida.

1924 Elizabeth M. Roff, A.B., '14.
1921, *Dean of Girls,* Ashland Senior High School; Ashland, Kentucky.

1924 T. H. Rogers.
Houston, Texas.

1925 Harry E. Rollins.
Turners Falls, Massachusetts.

1924 John R. Rooney.
Fitchburg, Massachusetts.

1925 V. M. Rogers.
Delta High School; Delta, Colorado.

1923 S. O. Rorem.
Sioux City, Iowa.

1923 Harvey M. Rosa, A.B., '14.
1922, *Principal,* City High School; River Rouge, Michigan.

1925 E. G. Rose.
Hillsdale, Michigan.

1924 H. E. Rosenberg.
Findlay, Illinois.

1925 Alfred Ross.
Bellevue, Ohio.

1921 Cameron McKenzie Ross, B.A., '15.
1921, *Superintendent,* Forest City Public School; Forest City, Iowa.

1925 O. W. Rote.
Littleton, Colorado.

1923 G. E. Roudebush, B.Sc., '18; M.A., '23.
1920, *Principal,* South High School; Lima, Ohio.

1925 Wm. C. Roudebush.
Westford, Massachusetts.

1925 H. N. Roundy.
Harmony High School; Harmony, Maine.

1924 Dorothy C. Rowell.
Box 4, Teachers' College; New York City.

1925 Preston Rowe.
Yarmouth, Massachusetts.

1925 Sydney V. Rowland.
Superintendent, Rudnor Township; Wayne, Pennsylvania.

1922 John Rufi, B.S., '18; M.A., '20.
1924, *Assistant Secondary Education,* Teachers' College, Columbia University; New York City, New York.

1924 H. C. Rule, B.S., '16.
1921, *Principal,* Junior High School; Parsons, Kansas.

1923 James N. Rule, B.S., '98; M.S., '01.
1921, Department of Public Instruction; Harrisburg, Pennsylvania.

1922 Chester A. Rumble, B.S., '16.
1923, *Principal,* Alvin Township High School; Alvin, Illinois.

1925 Heber E. Rumble.
Fairmont, Illinois.

1924 C. E. Russell, A.B., '15.
1923, *Principal,* Westfield Township High School; Westfield, Illinois.

1918 J. B. Russell.
Wheaton, Illinois.

1922 W. G. Russell.
Manual Training High School; Peoria, Illinois.

1924 H. H. Ryan, B.S., '06; A.M., '11.
1920, *Principal,* Blewett Junior High School; St. Louis, Missouri.

1924 W. R. Ryan, A.B., '19.
1922, American Book Company; Chicago, Illinois.

1916 Edward Rynearson, A.B., '93; A.M., '96; Ped.D., '19.
1912, *Principal,* Fifth Avenue High School; 1800 Fifth Avenue, Pittsburgh, Pennsylvania.

1924 Alfred L. Saben.
Littleton, Massachusetts.

1925 Adelbert L. Safford.
Reading, Massachusetts.

1925 Frances E. Safley.
Ogden, Iowa.

1922 Roy M. Sallee.
1921, *Superintendent,* Oneida Public Schools; Oneida, Illinois.

1925 Alden Salser, A.B., '16; A.M., '24.
1922, *Principal,* Byers High School; Byers, Kansas.

1924 Vernon E. Sammons, B.S., '13.
1920, *Principal,* Hot Springs High School; Hot Springs, Arkansas.

1924 Walter Sampson.
High School; Middleboro, Massachusetts.

1925 A. G. Sanderson.
Monticello High School; Monticello, Maine.

1918 R. L. Sandwick, A.B., '95.
1903, *Principal,* Deerfield-Shields Township High School; Highland Park, Illinois.

1923 Lina E. Sanger, B.A., '16.
1918, *Principal,* High School; Bridgewater, Virginia.

1924 I. G. Sargent.
School No. 10; Paterson, New Jersey.

1925 R. J. Saunders.
Oxford, Maine.

1923 Edward Sauvain, Ph.B.
1919, *Principal,* Schenley High School; Pittsburgh, Pennsylvania.

1924 T. E. Savage.
1921, *Principal,* Argenta Community High School; Argenta, Illinois.

1923 Arthur J. Sawkins, B.A., '21; M.A., '24.
1921, *Principal,* Central Catholic High School; Toledo, Ohio.

1925 R. C. Sayre.
Shelbyville, Illinois.

1924 E. R. Schell, A.B., '22.
1924, *Dean,* Wheaton Academy; Wheaton, Illinois.

1924 Ray J. Schertz, A.B., '22.
1924, *Principal,* Metamora Township High School; Metamora, Illinois.

1921 Rev. Herbert Schisler, A.B., '14.
1920, *Rector,* St. Bede College Academy; Peru, Illinois.

1922 F. L. Schlagle, B.S., '16; M.A., '23.
1924, *Assistant Superintendent;* Kansas City, Kansas.

1924 Ira L. Schluter, B.Ed., '22.
1923, *Principal,* Onaway High School; Onaway, Michigan.

1924 L. E. Schlytter.
1921, *Principal,* Wittenberg Public School; Wittenberg, Wisconsin.

1920 O. T. Schmaelzle, B.S., '20.
1921, *Principal,* High School; Morton, Illinois.

1924 Clayton Schmidt, A.B., '21.
1921, *Superintendent,* Wilmot Public School; Wilmot, South Dakota.

1919 H. G. Schmidt, A.B., '02; B.S., '07; A.M., '10.
1915, *Principal,* Township High School; Belleville, Illinois.

1925 Marvin J. Schmitt.
Manteno, Illinois.

1918 Parke Schock, A.B., '88; A.M., '91.
1912, *Principal,* West Philadelphia High School for Girls; Philadelphia, Pennsylvania.

1923 Raleigh Schorling, A.B., '11; M.A., '16.
1923, *Principal,* University High School; Ann Arbor, Michigan.

1922 C. B. Schrepel, Ph.B., '19; A.M., '20.
1921, *Superintendent of Schools;* Burns, Kansas.

1924 A. G. Schroedermeier, B.A., '18.
1922, *Principal,* Linwood Senior High School; Linwood, Kansas.

1920 E. M. Schueneman.
Nashville, Illinois.

1925 Perry L. Schuler.
Biggsville, Illinois.

1925 Philip Schweickhard.
Superintendent of Schools; Biwabik, Minnesota.

1924 Arthur B. Scott, A.B., '17.
1924, *Principal,* Morse High School; Bath, Maine.

1924 Jared M. Scoville, A.M., '02; Pd.M., '05.
1923, *Principal,* Jackson County High School; Walden, Colorado.

1925 R. M. Sealey.
2115 Pierce Avenue, Nashville, Tennessee.

1921 O. M. Searles.
Albert Teachers' Agency, 327 South Madison Avenue, La Grange, Illinois.

1925 H. R. Sehman.
Marine, Illinois.

1925 E. A. Seibert.
Parker High School; Dayton, Ohio.

1922 C. F. Seidel, A.B., '14; A.M., '17.
1918, Junior High School; Allentown, Pennsylvania.

1923 E. O. Selfridge, A.B., '20.
Principal, Denison Rural High School; Denison, Kansas.

1925 Paul T. Sellers.
Bernardston, Massachusetts.

1925 George A. Selters.
Knoxville, Illinois.

1918 Walter E. Severance, A.B., '95; A.M., '02.
1918, *Principal,* Central High School; Harrisburg, Pennsylvania.

1924 A. O. H. Setzepfandt.
Eagle Grove, Iowa.

1925 A. M. Seybold.
Fowler High School; Cleveland, Ohio.

1924 J. A. Sexon.
Logan County High School; Sterling, Colorado.

1920 B. F. Shafer, A.B., '14; A.M., '23.
1922, *Superintendent of Schools;* Jacksonville, Illinois.

1925 Owen V. Shaffer.
Princeton, Illinois.

1922 J. P. Shand, A.B., '18; A.M., '24.
1923, *Principal,* High School; Galva, Illinois.

1922 B. C. Shankland.
Principal, High School; Cadillac, Michigan.

1924 Roy B. Sharrock.
Euclid, Ohio.

1924 B. B. Shaw.
Bridgewater, South Dakota.

1921 C. C. Shaw, A.B., '03; A.M., '23.
1905, *Principal,* High School; Gorham, Maine.

1923 W. F. Shaw, A.B., '13; M.S., '21.
1921, *Principal,* Central Junior High School; Kansas City, Kansas.

1925 Fred W. Shearer.
4 Miles Avenue, Middletown, Connecticut.

1924 S. L. Sheep.
Elizabeth City, North Carolina.

1925 Carrie M. Sheldon.
Sandcreek, Michigan.

1920 H. P. Shepherd.
High School; Lincoln, Nebraska.

1923 John W. Shideler, Ph.B., '09; A.M., '21.
1921, *Principal,* High School; Fort Scott, Kansas.

1924 H. P. Shields.
Payson, Illinois.

1924 Wayne M. Shipman, A.B., '10.
1923, *Principal,* High School; Walpole, Massachusetts.

1925 Mary E. Shipp.
Buffalo Center, Iowa.

1925 Charles B. Shirk, B.A., '23.
Principal, High School; Corning, Kansas.

1924 Charles Noble Shutt, B.A., '15.
1923, *Dean of Academy,* Berea College; Berea, Kentucky.

1923 Frederick J. Sickles, A.B., '08; A.M., '18.
1923, *Superintendent,* Junior High School; New Brunswick, New Jersey.

1924 E. A. Sigler, A.M., '17.
1922, *Principal,* Huntington High School; Huntington, West Virginia.

1922 Xerxes Silver, A.B., '14.
1922, *Superintendent of Schools;* San Jose, Illinois.

1924 E. S. Simmonds, B.S., '23.
1924, *Principal,* Bellflower Township High School; Bellflower, Illinois.

1924 W. E. Simms.
New Richmond High School; New Richmond, Ohio.

1925 Lydia A. Simons.
Kinde, Michigan.

1916 David P. Simpson, A.B., '92; A.M., '95; LL.B., '09.
1911, *Principal,* West High School; Cleveland, Ohio.

1923 M. R. Simpson, A.B.
1920, *Principal,* High School; Bucyrus, Ohio.

1924 William A. Simpson, B.S., '17; B.A., '23.
1923, *Principal,* Bridgton High School; Bridgton, Maine.

1923 W. F. Simpson, A.B., '15; A.M., '23.
1921, *Principal,* High School; Shelby, Ohio.

1924 Cecil M. Sims, B.A., '14.
1919, *Principal,* Piqua High School; Piqua, Ohio.

1925 Earl A. Sindecuse.
Eaton Rapids, Michigan.

1925 William Castell Sipe.
Union High School; Kremmling, Colorado.

1924 Irma F. Sipling, B.A., '22.
1923, *Principal,* Missouri Valley High School; Missouri Valley, Iowa.

1924 J. C. Sirmons.
Tifton Public Schools; Tifton, Georgia.

1919 Avery W. Skinner, A.B., '92.
1920, *Director* of Examinations and Inspections Division; Albany, New York.

1925 W. V. Skinner, A.B., '19.
1923, *Superintendent of Schools,* Overland Park Schools; Overland Park, Kansas.

1924 W. H. Skinner.
La Crosse, Kansas.

1924 R. W. Skinner.
Rapid City, South Dakota.

1918 Louis Palmer Slade, A.B., '93; A.M., '97.
1912, *Principal,* Public High School; New Britain, Connecticut.

1924 Fred C. Sloger, B.S., '20; M.A., '22.
1922, *Vice Principal,* Pilgrim Junior High School; Columbus, Ohio.

1922 Charles H. Slater, Ph.B.
1921, *Principal,* Cleveland High School; St. Louis, Missouri.

1924 Floyd G. Slentz, A.B., '19.
1924, *Superintendent,* Public School; Sheridan, Michigan.

1924 C. H. Slifer.
Mills River High School; Horse Shoe, North Carolina.

1923 C. V. Sloan, M.S., '05.
1910, *Principal,* High School; Phillipsburg, New Jersey.

1924 James C. Sloan, B.S., '16.
1922, *Principal,* Trego Community High School; Wakeeney, Kansas.

1923 N. B. Sloan, A.B., '97.
Principal, Central High School; Bay City, Michigan.

1925 C. L. Slowey.
Mission Hill, South Dakota.

1922 Bessie Smart, A.P., '21.
1922, *Superintendent,* Community High School; Milledgeville, Illinois.

1923 Eugene G. Smeathers.
Rahway High School; Rahway, New Jersey.

1916 Caleb W. Smick, A.B., '24; B.S., '23.
1911, *Principal,* Decatur County High School; Oberlin, Kansas.

1923 James B. Smiley.
Lincoln School; Cleveland, Ohio.

1923 Alwyn C. Smith, B.S., '94; M.S., '01; E.M., '05.
1921, *Principal,* Broadway Junior High School; Denver, Colorado.

1924 A. E. Smith, Ph.B., '20.
1923, *Principal,* High School; Neponset, Illinois.

1922 Charles Henry Smith, M.E., '85.
1890, *Assistant Principal,* Hyde Park High School; Chicago, Illinois.

1924 Charles L. Smith, A.B., '07.
1923, *Principal,* Wm. G. Crosby High School; Belfast, Maine.

1925 C. W. Smith.
University High School; Vermilion, South Dakota.

1920 Charles W. Smith.
Winchester, Illinois.

1925 Cyril C. Smith.
Hingland, Massachusetts.

1924 Edgar Burr Smith, A.B., '94.
1918, *Principal,* Greenfield High School; Greenfield, Massachusetts.

1922 Erman S. Smith, B.S., '00.
1907, *Superintendent of Schools;* Barrington, Illinois.

1924 Everett P. Smith, B.S., '16.
1924, *Principal,* Leavitt Institute; Turner Center, Maine.

1925 Gerard Smith.
Sterrett School; Chicago, Illinois.

1924 Hoyt D. Smith, A.B., '21.
1923, *Principal,* Gill Consolidated School; Gill, Colorado.

1924 Hugh R. Smith, Ph.B., '04.
1916, *Principal,* North High School; Akron, Ohio.

1924 Irving Wright Smith, B.S., '10; M.A., '13.
1920, *Principal,* Leominster High School; Leominster, Massachusetts.

1924 Ivan G. Smith.
Danvers, Massachusetts.

1925 John E. Smith.
Webster City, Iowa.

1924 J. H. Smith.
Lowell, Arkansas.

1925 Reverend J. W. Smith.
Waltonville, Illinois.

1918 L. C. Smith, A.B., '05.
1922, Community High School; Wenona, Illinois.

1918 Lewis Wilber Smith, A.B., '02; A.M., '13; Ph.D., '19.
1919, *Principal,* Joliet Township High School and Junior College; Joliet, Illinois.

1923 Lloyd Smith, A.B., '16.
1919, *Principal,* High School; Ionia, Michigan.

1925 Lola Smith.
Richmond, Michigan.

1924 Maurice B. Smith, A.B., '95.
1920, *Principal,* Classical and High School; Salem, Massachusetts.

1922 O. O. Smith.
Chapman, Kansas.

1921 R. H. G. Smith.
Rushville, Illinois.

1925 R. R. Smith.
Hampshire, Illinois.

1925 Russell B. Smith.
Crestline High School; Crestline, Ohio.

1924 Walter L. Smith, A.B., '02.
1921, *Principal,* Dunbar High School; Washington, D. C.

1923 William L. Smith, A.B., '05; A.M., '05.
1901, *Principal,* Alleghany High School; Pittsburgh, Pennsylvania.

1924 W. O. Smith.
Keene, New Hampshire.

1924 Robert Smylie, Jr.
Dows, Iowa.

1925 J. T. Snodgrass.
La Moille, Illinois.

1924 Warren E. Snover, A.B., '18.
1923, *Superintendent of Schools,* Sheffield Community Consolidated Schools; Sheffield, Illinois.

1925 C. P. Snyder, B.S., '23.
1923, *Principal,* Rural High School; Utopia, Kansas.

1924 Ivan V. Snyder, A.B., '21.
1923, *Principal,* Rural High School; Montrose, Kansas.

1924 Robert Wade Snyder, A.B., '20.
1924, *Principal,* Lindsay High School; Lindsay, California.

1916 William H. Snyder, A.B., '85; A.M., '88; D.Sc., '08.
1908, *Principal,* Hollywood High School; Los Angeles, California.

1923 Irwin B. Somerville, A.B., '04.
Principal, Ridgewood High School; Ridgewood, New Jersey.

1924 S. O. Sorlien, A.B., '22.
1924, *Superintendent,* Stanhope High School; Stanhope, Iowa.

1923 D. W. Spangler.
1896, *Assistant Principal,* Longmont High School; Longmont, Colorado.

1924 R. B. Sparks, A.B., '19.
1920, *Principal,* Plainview High School; Box 65, Plainview, Texas.

1924 Jewell Sparling.
Croswell High School; Croswell, Michigan.

1924 Everett A. Spaulding, B.S., '09.
1912, *Principal,* Emerson School; Gary, Indiana.

1925 Fern Spencer.
County High School; Trinidad, Colorado.

1923 L. H. Spencer, B.A., '21; M.A., '22.
1922, *Principal,* High School; Glenwood, Iowa.

1923 P. R. Spencer.
Superintendent of Schools; St. Cloud, Minnesota.

1918 W. L. Spencer.
State Department of Education; Montgomery, Alabama.

1921 C. E. Spicer.
Assistant Superintendent, Joliet Township High School and Junior College; Joliet, Illinois.

1921 M. H. Spicer, B.A., '17.
1921, *Principal,* High School; Washington, Illinois.

1924 Roy L. Spires, B.Ed., '23.
1923, *Superintendent of Schools,* Community High School, Paxton, Illinois.

1924 A. L. Spohn, A.B., '06.
1919, *Principal,* Hammond High School; Hammond, Indiana.

1924 William Dudley Sprague, A.B., '94.
1918, *Principal,* The High School; Melrose, Massachusetts.

1924 (Mrs.) Lucy M. Sprague.
Crete, Nebraska.

1924 Charles E. Springmeyer, A.B., '97; M.A., '05.
1923, *Principal,* Franklin K. Lane Junior-Senior High School: Brooklyn, New York.

1921 Asa Sprunger, A.B., '14.
1920, *Assistant Principal,* High School; Decatur, Illinois.

1924 Edward W. Spry.
Webster, New York.

1925 Charles Stadtman.
Granite City, Illinois.

1919 Frank W. Stahl, Ph.B.
1918, *Principal,* Bowen High School; Chicago, Illinois.

1920 Florence M. Staines, B.A., '11.
1917, *Principal,* High School; Eldora, Iowa.

1920 Raymond E. Staley, A.B., '12.
1920, *Principal,* Beall High School; Frostburg, Maryland.

1924 S. H. Stark, B.S., '21.
1921, *Principal,* Atkinson County Community High School; Effingham, Kansas.

1924 L. L. St. Clair.
Maryville High School; Maryville, Missouri.

1924 Saidee M. Stean, A.B., B.S., '06.
1920, *Principal,* Columbia High School; Columbia, Missouri.

1918 Wayland E. Stearns, A.B., '85; A.M., '94.
1899, *Principal,* Barringer High School; Newark, New Jersey.

1924 Minnie L. Steckel, A.B., '17.
1921, *Principal,* High School; Atlantic, Iowa.

1923 J. H. Steele, E.M., '00.
1921, *Assistant Principal,* Manual Training High School; Denver, Colorado.

1925 N. E. Steele.
Mitchell, South Dakota.

1916 H. T. Steeper, A.B., '09.
1918, *Principal,* West High School; Des Moines, Iowa.

1921 R. P. Steiner, A.B., '21.
1924, *Principal,* Oswego High School; Oswego, Kansas.

1924 R. B. Steninger, B.S., '18.
1923, *Principal,* High School; Beason, Illinois.

1923 R. L. Steinheimer.
Junction City, Kansas.

1924 M. R. Stephan, B.E., '23.
1923, *Superintendent of Schools;* Dakota, Illinois.

1925 Charles L. Stephenson.
Lee, Massachusetts.

1924 Donald B. Stevens, B.S., '18.
1923, *Principal,* Brattleboro High School; Brattleboro, Vermont.

1919 E. G. Stevens.
Fairbury, Illinois.

1920 E. R. Stevens, B.S., '18.
1920, *Principal,* High School; Leavenworth, Kansas.

1925 H. L. Stevens.
Mancos, Colorado.

1924 Harry R. Stevens, B.S., '11.
1916, *Principal,* Grafton High School; Grafton, Massachusetts.

1920 George C. Stevens, B.S., '14.
1917, *Superintendent,* Kiowa Public Schools; Kiowa, Kansas.

1924 John L. Stevens, B.A., '24.
1924, *Principal,* Winterport High School; Winterport, Maine.

1916 Fred G. Stevenson, A.B., '08.
1917, *Principal,* High School; 1564 Iowa Street, Dubuque, Iowa.

1925 F. J. Stevenson.
East Side High School; Saginaw, Michigan.

1924 R. Everett Stevenson.
Palmyra, Illinois.

1924 C. E. Stewart, A.B., '20; A.M., '22.
1910, *Superintendent,* Washington County High School System; Akron, Colorado.

1924 Herbert D. Stewart, A.B., '01.
1908, *Principal,* Orleans High School; East Orleans, Massachusetts.

1924 H. V. Stewart, B.S., '16; M.S., '24.
1921, *Principal,* High School; Lansford, Pennsylvania.

1924 John W. Stewart.
Scienceville, Ohio.

1925 Justin A. Stewart.
Industry, Illinois.

1920 Bennett M. Stigall, A.B., '01; A.M., '05.
1919, *Assistant Superintendent of Schools;* 3729 Walnut Street, Kansas City, Missouri.

1924 E. C. Stillings.
High School; Farrell, Pennsylvania.

1920 W. E. Stilwell, A.B., '01; A.M., '03.
1903, *Headmaster,* University School; Cincinnati, Ohio.

1924 Don H. Stimpson.
Patten Academy; Patten, Maine.

1925 Mark E. Stinson.
Templeton, Massachusetts.

1922 Leroy V. Stockard, M.A., '17.
1924, *Supervisor,* Dallas Public Schools; Dallas, Texas.

1922 William R. Stocking, A.B., A.M., '13.
1923, *Principal,* Central High School; Detroit, Michigan.

1922 Edna B. Stolt, B.A., '23.
1921, *Principal,* High School; Independence, Iowa.

1923 C. H. Stone, A.B., '19.
1922, *Principal,* Wheatridge High School; Wheatridge, Colorado.

1924 G. Frank Stone, A.B., '19.
1923, *Principal,* Leavitt Institute; Turner Center, Maine.

1925 H. C. Storm.
Batavia, Illinois.

1922 Karl J. Stouffer, B.S., '10; A.M., '10.
1920, *Dean and Principal,* Elgin Junior College and Academy; Elgin, Illinois.

1921 J. B. Stout, A.B., '17.
1919, *Principal,* High School; Shabbona, Illinois.

1924 George F. Stradling.
Northeast High School; Philadelphia, Pennsylvania.

1924 J. C. Straley.
Cherokee, Kansas.

1924 Emma B. Streator, Ph.B., '13.
1913, *Assistant Principal,* Highland Park High School; Detroit, Michigan.

1921 Ralph E. Stringer, A.B., '16.
1921, *Principal,* High School; Herrin, Illinois.

1924 (Mrs.) Mary Stroud.
Bunker Hill, Kansas.

1924 Roy M. Strout, A.B., '11.
1921, *Principal,* Pittsfield High School; Pittsfield, Massachusetts.

1924 Ervin Stuart.
Monson Academy; Monson, Maine.

1924 Harry G. Stuart, B.S., '11.
1923, *Principal,* Bernards High School; Bernardsville, New Jersey.

1923 Milo H. Stuart, A.B.
1912, *Principal,* Arsenal Technical High School; Indianapolis, Indiana.

1924 J. W. Studebaker, B.S., '10; M.A., '17.
1920, *Superintendent,* Independent School District; Des Moines, Iowa.

1917 James Grant Stull, A.B., '93; LL.B., '01.
1915, *Principal,* Du Quoin Township High School; Du Quoin, Illinois.

1924 A. L. Stuvland, A.B., '14.
1923, *Superintendent,* Public School; Tyler, Minnesota.

1924 Ella C. Sullivan.
Edgewater Beach Hotel; Chicago, Illinois.

1925 Frank T. Sullivan, B.S., '19.
1923, *Principal,* Onaga Rural High School; Onaga, Kansas.

1921 Walter E. Sullivan, A.B., '02.
1913, *Principal,* High School; Brewer, Maine.

1925 Rudolph Sussman.
Reading, Massachusetts.

1925 Pearle Sutherland.
Dalton City, Illinois.

1924 Henry F. Sutton, Ph.B., '20.
1918, *Principal,* Washington Junior High School; Green Bay, Wisconsin.

1921 John Harrison Swan, B.S., '15; M.A., '24.
1924, *Superintendent,* Salem City Public Schools; Salem, South Dakota.

1924 John Swan.
Bridgewater, South Dakota.

1925 Ivan I. Swancutt.
Senior High School; Wauwatosa, Wisconsin.

1919 Orville M. Swank, A.B., '07.
1919, *Principal,* Anna-Jonesboro Community High School; Anna, Illinois.

1924 Edward Joseph Sweeney, A.B., '00; A.M., '02; LL.B., '10.
Principal, Junior High School; Bayonne, New Jersey.

1921 Harold B. Swicker, B.A.
1921, *Principal,* High School; Guilford, Maine.

1925 G. O. Swing.
Holmes High School; Covington, Kentucky.

1922 Claude F. Switzer, A.B., '09.
1923, *Principal,* Creston High School; Grand Rapids, Michigan.

1920 W. E. Switzer.
1918, *Principal,* Wabeno High School; Wabeno, Wisconsin.

1925 J. T. Symons.
Coldwater, Michigan.

1923 Robert R. Tarbell, A.B., '13.
1921, *Principal,* Saguache County High School; Saguache, Colorado.

1920 I. D. Taubeneck, B.Ed.
1919, *Superintendent of Schools;* Minier, Illinois.

1923 Archibald Taylor, Litt.B., '09.
1922, *Principal,* High School; Longmont, Colorado.

1924 A. E. Taylor.
Palisade, Colorado.

1925 B. W. Taylor.
Patrick Henry Junior High School; Cleveland, Ohio.

1922 Charles E. Taylor, A.B., '11.
1923, *Principal,* Gardiner High School; Gardiner, Maine.

1925 J. E. Taylor, B.S., '21.
1922, *Superintendent,* Matfield Green Public Schools; Matfield Green, Kansas.

1923 James F. Taylor, A.M., '12.
1918, *Principal,* Denfeld High School; Duluth, Minnesota.

1923 Josiah W. Taylor, B.A., '02.
1910, *Agent for Secondary Education,* Department of Education; Augusta, Maine.

1924 Harry Taylor.
Harrisburg, Illinois.

1924 Louis L. Taylor.
Harrisburg, Ohio.

1925 Mae Taylor.
Stuart, Iowa.

1923 Maurice W. Taylor, A.B., '20; M.A., '21.
1921, *Principal,* Sand Springs High School; Sand Springs, Oklahoma.

1923 R. B. Taylor, Ph.B., '12; Ph.M., '13; A.M., '21.
1923, *Principal,* Norristown High School; Norristown, Pennsylvania.

1923 R. R. Taylor, A.B., '16.
1919, *Principal,* High School; Ingalls, Kansas.

1924 Elizabeth Teaboldt.
Clinton Public Schools; Clinton, Michigan.

1924 Carmen Gomez Tejera.
1918, *Principal,* High School; Aguadilla, Porto Rico.

1925 George H. Tennant, B.S., '24.
Principal, South Hutchinson High School; Hutchinson, Kansas.

1925 Paul W. Terry.
University of North Carolina; Chapel Hill, North Carolina.

1924 M. L. Test, B.S., '92.
1919, *Superintendent,* City Schools; Petersburg, Illinois.

1922 G. A. Tewell, B.S., '18.
Principal, Caney High School; Caney, Kansas.

1916 J. L. Thalman, A.B., '00; A.M., '10.
1917, *Principal,* Proviso Township High School; Maywood, Illinois.

1925 J. W. Thalman.
Waukegan, Illinois.

1924 Howell Kellogg Thayer, A.B., '16.
1922, *Principal,* Easthampton High School; Easthampton, Massachusetts.

1923 V. T. Thayer, Ph.D., '16.
1922, *Principal,* High School Department, Ethical Culture School; 33 Central Park, West, New York City.

1925 W. W. Theisen.
Tenth and Prairie, Milwaukee, Wisconsin.

1922 Brother Theophilus, B.A., '21; M.A., '23.
1922, *Director,* Holy Trinity High School; 1443 West Division Street, Chicago, Illinois.

1925 Charles R. Thibodeau.
Essex, Massachusetts.

1921 James E. Thomas, A.B., '79.
1911, *Headmaster,* High School; Dorchester, Massachusetts.

1920 M. Smith Thomas.
1919, *Principal,* Hutchinson Central High School; Buffalo, New York.

1925 R. Thomas.
Howell, Michigan.

1924 D. W. Thompson, B.S., '21.
1922, *Principal,* Warren Township High School; Gurnee, Illinois.

1923 G. E. Thompson, A.B., '15.
Superintendent, St. Charles Public Schools; St. Charles, Illinois.

1921 G. H. Thompson.
Marissa, Illinois.

1923 Leighton S. Thompson, Ed.M., '23; B.A., '11.
1920, *Principal,* High School; Swampscott, Massachusetts.

1923 Lloyd V. Thompson, A.B., '22.
1922, *Principal,* Simla Union High School; Simla, Colorado.

1924 Miles Gordon Thompson, A.B., '08; M.A., '22.
1919, *Principal,* Princeton High School; Princeton, New Jersey.

1925 William H. Thompson.
Gilbertville, Massachusetts.

1924 A. L. Threlkeld, B.S., A.M., '23.
1921, *Superintendent,* Denver Public Schools; Denver, Colorado.

1921 C. H. Threlkeld, B.S.
Principal, North High School; Des Moines, Iowa.

1924 Louis E. Tibbetts.
Yarmouth, Massachusetts.

1924 Frank A. Tibbetts, B.C.S., '11.
1923, *Principal,* Wm. L. Dickinson High School; Jersey City, New Jersey.

1924 Mabel Elizabeth Tichenor, A.B., '10.
1922, *Principal,* Princeton High School; Princeton, Indiana.

1922 W. E. Tietbohl, A.B., '13.
1915, *Principal,* High School; Leisenring, Pennsylvania.

1922 B. C. Tighe, Ph.B., '08; Ph.M., '10.
1913, *Principal,* High School; Fargo, North Dakota.

1925 W. F. Tiller.
Morgan County High School; Hartsville, Alabama.

1921 Charles C. Tillinghast, A.B., '06; A.M., '17.
1920, *Principal,* Horace Mann School for Boys; 11 West 246th Street, New York City.

1924 Samuel B. Tinsley, A.B., '90; B.S., '92.
1923, *Principal,* Louisville Girls' High School; Louisville, Kentucky.

1925 Robert K. Toaz.
Huntington, New York.

1925 G. W. Todd.
Fort Lupton, Colorado.

1921 Homer C. Toothman, B.A., '13.
Fairmont, West Virginia.

1925 F. H. Torrence.
Sparta, Illinois.

1923 Frank C. Touton, Ph.B., '01; A.M., '17; Ph.D., '19.
1922, *Professor of Education,* University of Southern California; Los Angeles, California.

1924 Samuel F. Tower, A.B., '84.
1919, *Headmaster,* South Boston High School; South Boston, Massachusetts.

1921 E. D. Towler, B.Pd., '13; B.S., '16.
1921, *Principal,* La Grande High School; La Grande, Oregon.

1922 Jane Townsend, A.B., '24; B.S., '17.
1917, *Principal,* Senior High School; Girard, Kansas.

1925 H. R. Townsend.
Hamilton, Ohio.

1925 W. M. Townsend.
Central High School; Columbus, Ohio.

1923 George E. Tozer, A.B., '14.
1919, *Principal,* High School; Windsor, Colorado.

1925 Roy B. Tozier.
Homer, Illinois.

1924 M. A. Trabert, A.B., '20.
1920, *Principal,* Knoxville High School; Knoxville, Iowa.

1924 Fred W. Traner, A.M., '20.
1915, *Professor of Education,* University of Nevada; 210 Wonder Street, Reno, Nevada.

1924 Ervin E. Trask.
Bridgewater Classical Institute; Bridgewater, Maine.

1925 Arthur E. Traxler, A.M., '24.
1923, *Principal,* Rural High School; Wakefield, Kansas.

1924 J. P. Treat.
Manitou, Colorado.

1921 W. E. Trebilcock, A.B., '08; A.M., '09.
1922, *Principal,* Calumet High School; Calumet, Michigan.

1924 J. H. Trefz, A.B., '20; M.A., '22.
1923, *Principal,* Centerville High School; Centerville, Iowa.

1919 Eloise R. Termain, A.B., '04.
1918, *Principal,* Ferry Hall; Lake Forest, Illinois.

1916 G. N. Tremper.
Kenosha, Wisconsin.

1924 S. M. Tressler.
Washington Public Schools; Washington, New Jersey.

1924 Leslie B. Tribolet.
Judson College; University of Rangoon, Rangoon, Birma, India.

1925 Charles Trimble.
Clifton, Illinois.

1919 J. H. Trinkle, B.S., '04; A.B., '11.
1911, *Principal,* Township High School; Newman, Illinois.

1924 J. C. Troutman.
New Mexico Military Institute; Roswell, New Mexico.

1923 Glenn E. True, A.B., A.M., '24.
1922, *Principal,* High School; Dowagiac, Michigan.

1922 B. W. Truesdell.
1915, *Vice Principal,* Wichita High School; Wichita, Kansas.

1921 H. H. Trufant.
Principal, Parsonfield Seminary; Parsonfield, Maine.

1924 B. Tubre, B.S., '23.
1920, *Principal,* Boyce High School; Boyce, Louisiana.

1924 H. Alonzo Tuck.
Reed Plantation; Wytopitlock, Maine.

1925 C. E. Tuck.
West Technical High School; Cleveland, Ohio.

1924 E. J. Tupper.
1924, *Principal,* Stockton Springs Junior-Senior High School; Stockton, Maine.

1925 E. A. Turner.
Normal School; Normal, Illinois.

1921 Ida C. Turnbull.
Mattoon, Illinois.

1917 L. T. Turpin, Ph.B., '06.
1921, *Principal,* Washington Senior High School; Cedar Rapids, Iowa.

1924 Kenneth E. Tyler.
Charlton, Massachusetts.

1924 George R. Tyson, B.S., '16; M.A., '22.
1921, *Head of Department of Education,* Cornell College; Mount Vernon, Iowa.

1924 E. T. Umbaugh, A.B., '12.
1923, *Principal,* High School; New Berlin, Illinois.

1923 A. G. Umbreit, A.B., '14; M.A., '21.
1921, *Principal,* High School; Boone, Iowa.

1925 H. B. Unruh, A.B., '20.
Principal, Senior High School; Anthony, Kansas.

1922 H. E. Underbrink, B.E., '20.
1922, *Principal,* High School; Libertyville, Illinois.

1924 John C. Unger, Bd.B., '16; Pd.M., '18; A.B., '20; A.M., '22.
1917, *Superintendent,* Hugo Public School; Hugo, Colorado.

1925 Florence Updegraff.
East Liverpool, Ohio.

1922 William Urban, B.A., '04.
1909, *Principal,* High School; Sheboygan, Wisconsin.

1919 M. S. Vance, A.B., '04.
1917, *Principal,* Oblong Township High School; Oblong, Illinois.

1925 Hugh E. Vanchvier.
Martinsville, Indiana.

1924 Harrison H. Van Cott.
Principal, High School; Schenectady, New York.

1924 C. L. Vander Bie.
Watertown High School; Watertown, Wisconsin.

1923 Ralph Van Hoesen, A.B., '20.
1922, *Principal,* Alma High School; Alma, Michigan.

1924 T. G. Van Kirk.
Metuchen High School; Metuchen, New Jersey.

1923 H. J. Van Ness, A.B., '19; M.A., '20.
1923, *Principal,* High School; Red Oak, Iowa.

1925 J. Van Peursem.
Wakonda, South Dakota.

1922 M. W. Van Putten, A.B., '17.
1923, *Principal,* Central High School; Red Wing, Minnesota.

1922 W. N. Van Slyck, A.B., '14.
1921, *Principal,* High School; Salina, Kansas.

1925 Guy F. Varner.
Wauconda, Illinois.

1924 R. C. Verhines.
Grand Tower Community High School; Grand Tower, Illinois.

1919 Cosmos C. Veseley, A.B., '10.
1914, *Rector,* St. Procopius Academy; Lisle, Illinois.

1924 James Wilson Vose, A.B., '03.
1924, *Principal,* Drury High School; North Adams, Massachusetts.

1924 Edward F. Voss, B.S., '17.
1923, *Superintendent,* Clark High School; Clark, South Dakota.

1923 L. D. Votaw, A.B., '10; B.S., '10; A.M., '22.
1921, *Principal,* High School; Colorado Springs, Colorado.

1916 Clifford Gilbert Wade, B.S., '96; M.A., '15.
1913, *Principal,* Superior High School; 793 West Fourth Street, Superior, Wisconsin.

1924 Warren William Wager, A.B., '00; A.M., '04.
1916, *Principal,* Theodore Roosevelt School; Columbus, Ohio.

1924 M. Channing Wagner, A.B., '13; M.A., '23.
1923, *Principal,* Wilmington High School; Wilmington, Delaware.

1920 J. E. Wakeley, A.B., '14.
1919, *Assistant Principal,* Danville High School; Danville, Illinois.

1924 Conrad T. Waldie, B.S., '16; M.A., '24.
1923, *Principal,* Darby High School; Collingdale, Pennsylvania.

1917 Karl Douglas Waldo, A.B., '06; A.M., '14.
1914, *Principal,* East High School; 24 Hickory Avenue, Aurora, Illinois.

1920 W. D. Waldrip, A.B., '03.
1916, *Principal,* Streator Township High School; Streator, Illinois.

1925 J. Harley Waldron, B.S., '18.
1921, *Principal,* High School; Ashland, Kansas.

1919 Albert Walker.
1918, *Principal,* Arthur Township High School; Arthur, Illinois.

1925 A. D. Walker.
Kent, Ohio.

1924 Carleton L. Walker.
Alfred, Maine.

1925 Earl Walker, A.B., '13.
Principal, High School; Garden City, Kansas.

1923 H. A. C. Walker, A.B., '97.
1922, *Principal,* E. C. Glass High School; Lynchburg, Virginia.

1922 F. J. Wallace.
Kirkwood, Illinois.

1925 J. W. Wallace, B.S., '24.
1924, *Principal,* Rural High School; Carbondale, Kansas.

1925 L. F. Wallace, A.B., '21.
Principal, High School; Powhattan, Kansas.

1924 DeWitt Waller, A.B., '11.
1915, *Principal,* Enid High School; Enid, Oklahoma.

1924 A. S. Wallgren, A.B., '09.
1919, *Dean of Junior College and Academy,* North Park College; 5236 North Kimball Avenue, Chicago, Illinois.

1922 Prentice T. Walters, A.B., '17.
1921, *Principal,* Township High School; Arcola, Illinois.

1925 E. D. Walters.
Atwood, Illinois.

1923 R. J. Walters, A.M., '14; Litt.D., '20.
1915, *Superintendent of Schools,* Public Schools; Rocky Ford, Colorado.

1919 George A. Walton, A.B., '04; A.M., '07.
1912, *Principal,* George School; George School, Pennsylvania.

1924 L. Arthur Walton, B.S., '20; A.M., '24.
1923, *Principal,* Pitman High School; Pitman, New Jersey.

1922 Douglas Waples, A.M., '17; Ph.D., '20.
University of Pittsburgh; Pittsburgh. Pennsylvania.

1925 Daniel Ward.
Clinton, Illinois.

1924 Fred U. Ward.
Taunton, Massachusetts.

1923 J. J. Ward.
Castle Rock, Colorado.

1923 R. W. Ward, A.B., '19.
1919, *Principal,* Mount Clemens High School; Mount Clemens, Michigan.

1924 C. M. Ware.
State Preparatory; Boulder, Colorado.

1925 Hill Warren.
Atkinson, Illinois.

1925 M. L. Warren.
Brunswick, Maine.

1921 Worcester Warren, A.M., '21.
1924, *Assistant Superintendent,* Bridgeport Public School; Bridgeport, Connecticut.

1924 O. V. Washler, B.S., '14.
1919, *Principal,* Langdon Rural High School; Langdon, Kansas.

1924 Raymond C. Wass, B.Ped., '21.
1924, *Principal,* Machias High School; Machias, Maine.

1925 Edna Watkins.
Agricultural School; Milford, Massachusetts.

1925 C. K. Watkins.
Arrowsmith, Illinois.

1923 George Earl Watkins, A.B., '18.
1919, *Principal,* Garnett High School; Garnett, Kansas.

1923 T. W. Watkins, A.B., '06; Ed.M., '22.
1923, *Principal,* Kent's Hill Seminary; Kent's Hill, Maine.

1923 Helen S. Watson.
716 Security Building, Los Angeles, California.

1924 Howard W. Watson, A.B., '19; Ed.M., '21.
1923, *High School Principal,* Hamilton High School; South Hamilton, Massachusetts.

1925 A. F. Weaver.
Strongsville, Ohio.

1924 H. B. Weaver, Ph.B., '14.
1924, *Principal,* New Kensington High School; New Kensington, Pennsylvania.

1918 Herbert S. Weaver.
Principal, High School of Practical Arts; Boston, Massachusetts.

1924 Robert Ross Webber, B.S., '13.
1922, *Principal,* Savgus Junior-Senior High School; Savgus, Massachusetts.

1925 H. D. Weber.
Junior-Senior High School; Batavia, New York.

1924 Ada Weckel, B.A., '01; M.S., '08.
1910, *Head Biology Department,* Oak Park and River Forest Township High School; Oak Park, Illinois.

1925 George H. Wedelin, B.S., '24.
1924, *Principal,* Climax Rural High School; Climax, Kansas.

1924 F. E. Weed, A.B., '09.
1920, *Principal,* High School; Athol, Kansas.

1921 N. H. Weeks, B.A., '94.
1923, *Principal,* Abraham Lincoln High School; Des Moines, Iowa.

1916 David E. Weglein, A.B., '97; A.M., '12; Ph.D., '16.
1924, *First Assistant Superintendent of Education,* Johns Hopkins University; Baltimore, Maryland.

1922 Raymond G. Weihe, A.B., '20; M.A., '21.
1921, *Principal,* Wakefield Township High School; Wakefield, Michigan.

1924 Joseph C. Weirick, B.S., '17.
1918, *Principal,* Abington High School; Abington, Pennsylvania.

1918 J. F. Wellemeyer, A.B., '06; M.A., '14.
1924, *Principal,* High School; Kansas City, Kansas.

1924 Dana Clemmer Wells, A.B., '93; E.E., '96.
Principal, Newburyport High School; Newburyport, Massachusetts.

1916 Dora Wells, B.A., '84; M.A., '98.
1911, *Principal,* Lucy L. Flower Technical High School; 6059 Wabash Avenue, Chicago, Illinois.

1925 Leo Welty.
Chester High School; Wooster, Ohio.

1924 Everett L. Wentworth.
Upton, Massachusetts.

1924 Marshall Wentworth, A.B., '94.
1912, *Principal,* Uxbridge High School; Uxbridge, Massachusetts.

1924 C. E. Werden.
Geddes, South Dakota.

1924 Louis G. West, A.B., '96.
1921, *Principal,* Bar Harbor High School; Bar Harbor, Maine.

1924 Mildred G. West.
Knoxville, Illinois.

1924 Ralph O. West, Ph.B., '10.
1920, *Principal,* West Allis Six-Year High School; West Allis, Wisconsin.

1921 James H. Westfall.
Nauvoo, Illinois.

1925 Fred L. Westover, A.B., '23.
1924, *Principal,* Montpelier High School; Montpelier, Ohio.

1917 William A. Wetzel, A.B., '91; Ph.D., '95.
1901, *Principal,* High School; Trenton, New Jersey.

1924 C. D. Wheaton.
1922, *Principal,* Yale High School; Yale, Michigan.

1923 C. I. Wheaton.
Yale, Michigan.

1921 W. H. Wheeler, A.B., '17; A.M., '24.
1922, *Principal,* Alton Community High School; Alton, Illinois.

1924 A. R. Wheeless.
Delhi, Iowa.

1923 Karl E. Whinnery, Ph.B., '12; M.A., '15.
1921, *Principal,* Sandusky High School; Sandusky, Ohio.

1924 Ralph C. Whipple, A.B., '11.
1919, *Principal,* Manning High School; Upswich, Massachusetts.

1925 C. J. Whisnant, B.S., '17.
1921, *Principal,* Brookville High School; Brookville, Kansas.

1922 B. F. White, A.B., '17.
1919, *Principal,* Ellsworth High School; Ellsworth, Kansas.

1924 E. H. White, B.S., '97.
1923, *Superintendent of Schools,* Hume Public Schools; Hume, Illinois.

1921 F. U. White.
1879, *Superintendent,* Public School; Galva, Illinois.

1923 (Mrs.) Mame E. White.
Hartland, Michigan.

1924 Edwin H. Whitehill.
Watertown, Massachusetts.

1924 Hosea A. Whiteneck, B.S., '02; A.B., '08; M.A., '21.
1921, *Superintendent,* Clark County High School; Las Vegas, Nevada.

1924 G. T. Whitley.
Kenly High School; Kenly, North Carolina.

1924 Dudley L. Whitmarsh.
High School; East Pepperell, Massachusetts.

1917 C. W. Whitten, A.B., '06.
1922, *Manager,* Illinois High School Athletic Association; De Kalb, Illinois.

1922 H. K. Whittier.
Sherrard, Illinois.

1925 J. C. Wiedrich.
Stillman Valley, Illinois.

1925 Oscar L. Wikoff.
Granada, Colorado.

1925 Norris W. Wilbur.
Gagetown, Michigan.

1923 D. L. Wilde.
Charlotte, Michigan.

1925 (Mrs.) G. B. Wilder.
Humboldt, Iowa.

1922 G. M. Wiley, B.A., '06.
1921, *Principal,* La Crosse High School; La Crosse, Wisconsin.

1920 H. A. Wilk, A.B., '20.
Colfax, Illinois.

1922 M. P. Wilkins, B.A., '13.
1922, *Principal,* Christopher Community High School; Christopher, Illinois.

1924 Frederic R. Willard, A.B., '06; A.M., '08.
1921, *Principal,* English High School; Lynn, Massachusetts.

1925 S. K. Willard, B.S., '24.
1923, *Principal,* Garrison Schools; Garrison, Kansas.

1925 Frederic R. Willard.
English High School; Lynn, Massachusetts.

1916 George Walter Willett, Ph.D., '23.
1923, *Principal,* Lyons Township High School; La Grange, Illinois.

1925 Beatrice Williams.
Elkader, Iowa.

1924 Charles A. Williams, A.B., '88; A.M., '95.
1897, *Principal,* Hudson High School; Hudson, Massachusetts.

1924 Daniel S. Williams.
1924, *Superintendent,* City Schools; Bozeman, Montana.

1919 Elmer B. Williams.
1914, *Principal,* Junior High School; Old Town, Maine.

1920 Frank L. Williams, A.B., '89; A.M., '07.
1908, Sumner High School; St. Louis, Missouri.

1925 G. F. Williams.
Onida, South Dakota.

1923 G. F. Williams, A.B., '08; M.A., '10.
1917, *Principal,* Anson Academy; North Anson, Maine.

1924 G. Walter Williams, C.A., '95.
1910, *Principal,* High School; New Bedford, Massachusetts.

1925 Harold Williams.
Libbey High School; Toledo, Ohio.

1924 Lewis W. Williams, Ph.B., '09; A.M., '18.
1921, *Principal,* University High School; Urbana, Illinois.

1924 Mattie Williams.
Snyder, Arkansas.

1924 Meredith G. Williams, A.B., '05.
1921, *Principal,* Rockland High School; Rockland, Massachusetts.

1924 R. J. Williams.
Danvers, Illinois.

1924 R. W. Williams.
Scotland, South Dakota.

1920 Matthew H. Willing, B.A., '06; M.A., '16.
1923, *Associate in Research,* Lincoln School of Teachers College; New York City, N. Y.

1921 Urban G. Willis, A.B., '00; A.M., '10.
1919, *Principal,* The Pullman Free School of Manual Training; Chicago, Illinois.

1925 Claude E. Wilson, A.B., '19.
1922, *Principal,* High School; Glasco, Kansas.

1919 F. A. Wilson.
1919, *Principal,* Community High School; West Frankfort, Illinois.

1923 G. T. Wilson.
Fowler, Colorado.

1917 Guy C. Wilson.
Latter Day Saints' High School; Salt Lake City, Utah.

1922 James H. Wilson, A.B., '13.
1924, *Superintendent of Schools;* Rocky Ford, Colorado.

1924 L. A. Wilson, A.B., '97.
1919, *Principal,* University High School, Dakota Wesleyan University; Mitchell, South Dakota.

1919 (Mrs.) Lucy L. W. Wilson, Ph.D., '97.
1916, *Principal,* South Philadelphia High School for Girls; 2101 S. Broad Street, Philadelphia, Pennsylvania.

1924 Paul S. Wilson, B.A., '21.
1924, *Superintendent,* Medford Consolidated School; Medford, Minnesota.

1925 N. G. Wiltse.
Ypsilanti, Michigan.

1925 Karl F. Winchell.
Eaton High School; Eaton, Colorado.

1923 Pearl Windsor, A.B., '11.
1918, *Principal,* Junior-Senior High School; Iron River, Michigan.

1922 O. N. Wing, A.B., '16.
1922, *Principal,* Central Y. M. C. A. Day Preparatory School; 19 South La Salle Street, Chicago, Illinois.

1923 William E. Wing, A.B., '02.
1919, *Principal,* Deering High School; Portland, Maine.

1924 Frank T. Wingate, A.B., '95.
1922, *Headmaster,* Chelsea Senior High School; Chelsea, Massachusetts.

1923 H. E. Winner, Ph.B., '01; A.M., '04; Ph.M., '21.
Principal, South Hill High School; Pittsburgh, Pennsylvania.

1924 H. L. Winslow.
Greely Institute, Cumberland Center, Maine.

1925 L. A. Winsor.
Madison, Illinois.

1925 Alice Winter.
Harrison Technical High School; Chicago, Illinois.

1925 Clayton Wire.
Empire Junior High School; Cleveland, Ohio.

1920 (Mrs.) A. T. Wise, B.C.S., '19.
1915, *Principal,* Commercial High School; Atlanta, Georgia.

1924 Elbert C. Wixom, A.B., '03; A.M., '15.
1923, *Principal,* Central High School; Cleveland, Ohio.

1924 Emma J. Woerner, B.S., '05; M.A., '21.
1924, *Principal,* J. M. Atherton High School for Girls; Louisville, Kentucky.

1925 D. E. Wolgast, B.S., '22.
1923, *Principal,* High School; Marysville, Kansas.

1924 William D. Wolfe, A.B., '17.
1923, *Principal,* Hiawatha High School; Hiawatha, Kansas.

1925 Asa H. Wood.
Hancock, Michigan.

1924 Beulah Wood.
Petersburg, Illinois.

1924 Carleton P. Wood.
1922, *Principal,* Camden High School; Camden, Maine.

1924 Flora L. Wood, A.B., '23.
1923, *Principal,* Durand High School; Durand, Michigan.

1925 John W. Wood.
Technical High School; Cambridge, Massachusetts.

1925 Myrtle C. Wood.
Tucson High School; Chillicothe, Ohio.

1925 Albert S. Woodard.
Southboro, Massachusetts.

1925 Edward M. Woodard.
736 Pleasant Street, Worcester, Massachusetts.

1922 R. C. Woodard, A.B., '08.
1920, *Principal,* Haviland High School; Haviland, Kansas.

1922 W. E. Woodard, B.S., A.B., '10.
Principal, High School; Hugoton, Kansas.

1924 Charles H. Woodbury, A.B., '05.
1920, *Submaster,* Melrose High School; Melrose, Massachusetts.

1925 Charles T. Woodbury.
Fitchburg, Massachusetts.

1921 E. R. Woodbury.
Thornton Academy, Saco, Maine.

1924 Willard W. Woodman.
Peabody, Massachusetts.

1925 George S. Woods.
Hillview, Illinois.

1925 Paul E. Woods.
Westpoint, Illinois.

1924 Annie Carleton Woodward, B.B.A., '24.
Instructor, Senior High School; Somerville, Massachusetts.

1922 C. A. Woodworth.
1917, *Principal,* West New York High School; West New York, New Jersey.

1924 J. H. Workman, A.B., '02.
1920, *Supervising Principal,* Pensacola High School; Pensacola, Florida.

1924 Richard A. Worstell.
Cardwell, Montana.

1922 E. H. Worthington, A.B., '13; A.M., '14.
1918, Cheltenham High School; Elkins Park, Pennsylvania.

1924 John Edgar Worthington, A.B., '13; A.M., '18.
1918, *Principal,* Junior-Senior High School; Waukesha, Wisconsin.

1923 Herbert M. Wortman.
Lagrange, Maine.

1925 W. J. Wouders.
Cromley, Colorado.

1924 Charles O. Wright, A.B., A.M., '21.
1924, *Principal,* Junior-Senior High School; Atchison, Kansas.

1925 Q. T. Wright.
Viborg, South Dakota.

1921 I. M. Wrigley, A.B., '11.
1921, *Principal,* Mt. Pulaski Township High School; Mt. Pulaski, Illinois.

1924 Horace J. Wubben, A.B., '17.
1923, *Principal,* Rio Grande County High School; Monte Vista, Colorado.

1921 W. P. Wyatt.
Riverside, Illinois.

1921 C. E. Wygant, B.S., '12.
1920, *Principal,* High School; Ames, Iowa.

1924 H. C. Wysong.
Hillsboro Public School; Hillsboro, Indiana.

1925 C. L. Yocum.
Logan High School; Logan, Ohio.

1916 Leonard Young, A.B., '98.
1910, *Principal,* Central High School; Lake Avenue and Second Street, Duluth, Minnesota.

1924 O. O. Young, A.B., '04; M.A., '14.
1923, *Principal,* Galesburg High School; Galesburg, Illinois.

1922 Eugene Youngert, A.B., '20.
1922, *Principal,* Rock Island High School; Rock Island, Illinois.

1921 W. J. Yourd, B.A., '10.
1917, *Principal,* High School; 602 Fourth Avenue, Clinton, Iowa.

1924 George J. Ziegler.
St. John, Kansas.

1923 J. W. Zentmyer, B.S., '14; B.A., '19.
1923, *Superintendent of Schools,* Everest Public Schools; Everest, Kansas.

1922 F. W. Ziese, A.B., '13.
1921, *Principal,* Bethany Township High School; Bethany, Illinois.

1925 H. H. Zimmerman, B.S., '18.
1924, *Principal,* Rural High School; Circleville, Kansas.

1924 D. E. Zook, M.A., '23.
1923, *Principal,* Nokomis Township High School; Nokomis, Illinois.

NINTH ANNUAL MEETING OF THE ASSOCIATION

The ninth annual meeting of the National Association of Secondary-School Principals was held in Cincinnati, Ohio, Saturday, Monday, Tuesday, Wednesday and Thursday, February 21-26, 1925.

FIRST SESSION

The first session of the ninth annual meeting was a Joint Meeting of the National Association of Secondary-School Principals with the National Vocational Guidance Association, and was called to order at 8 p. m., Saturday, February 21, in the Parish House of Christ Church by Philip W. L. Cox, Principal, Junior-Senior High School, Lincoln School, Teachers' College, New York. Mr. Cox introduced Mr. L. W. Brooks, Principal of High School, Wichita, Kansas, who is the incumbent president of the National Association of Secondary-School Principals. The first speaker of the evening was Professor Herman Schneider, Dean of the College of Engineering and Commerce of the University of Cincinnati. Dean Schneider spoke without notes to the subject, *Guidance Through Coöperative Part-Time Schooling.*

Psychological tests have not proved to be helpful in selecting candidates for manual positions in the part-time schooling plan. A boy who is a failure in a woodshop may make a successful carpenter. A boy who can assemble a radio set may not have any of the attributes of an electrical engineer. About fifty per cent of the graduates of engineering colleges which do not have coöperative work give up engineering as a career; on the other hand, ninety-seven per cent of the graduates of engineering colleges which have coöperating part-time schooling continue in engineering.

Time, patience, and observation will solve many a failure in our schools and colleges. If a person has only one talent it is quite likely that one has the talent to a marked degree. We must try to discover what the talent is that a student has.

Mr. Jesse B. Davis, Professor of Secondary Education of Boston University, spoke from manuscript to the subject, *A Program of Guidance for Secondary Schools.*

A PROGRAM OF GUIDANCE FOR SECONDARY SCHOOLS

Jesse B. Davis,
Professor of Secondary Education, Boston University

Comparatively few secondary schools in the country are carrying out a systematic program of guidance. Several reasons may be given for this situation. Some school men have misunderstood the movement and have therefore been prejudiced against it. Some have believed it held a place only in so-called vocational schools or in connection with some form of industrial training. Some have felt that it required additional expense and an organization beyond their reach. Many have had a real desire to do something with the problem, but have not known just how to go about its solution.

All schools, however, are guiding their pupils educationally, morally, socially, and vocationally to some degree whether consciously or not. Therefore, to adopt a program of guidance does not necessitate an expensive organization beyond the reach of any school. It simply means the carrying out of a definite plan with and through the existing organization toward the accomplishment of certain desired results.

In preparing this outline of a suggested program of guidance for secondary schools, it has been with the needs of the small secondary schools very definitely in mind. The large city school system can afford to go out and employ a trained director of guidance to step in and work out a program. But the great mass of our schools must handle the proposition as best they can alone. The following program is offered in the desire to help the smaller schools to work out such portions of the plan as may be adapted to the local situation, and with the hope that it may give an incentive to more purposeful guidance in all secondary schools.

A SUGGESTED PROGRAM OF GUIDANCE FOR SECONDARY SCHOOLS

I. Basic Principles—

1. The term "Guidance" is used in this program in its broadest interpretation, including educational, social, and vocational aims.

2. The term "Secondary Schools" includes the years of the junior and senior high schools, viz., the seventh through the twelfth grades.

3. Guidance is the peculiar function of the junior high school, offering the pupil an opportunity to explore his interests, aptitudes, and abilities, and guiding him systematically in the wise choice of studies and in making such decisions regarding his future training or occupation as have to be made from time to time.

4. In a program of guidance there are three general groups of pupils whose needs must be considered:

   a. Pupils who leave school before the completion of the secondary-school period.

   b. Pupils who will not continue their schooling beyond the senior high school.

   c. Pupils who are looking forward to entering college or some other type of higher institution of learning.

II. The Objectives of a Program of Guidance—

1. Educational and vocational guidance.

   a. To give the pupil information regarding the educational opportunities immediately and remotely before him to the end that his ambition may be aroused and that curriculum and subject choices may be made wisely.

   b. To give the pupil information regarding vocational fields in general and the occupational outlook of his locality in order that he may have a broader vision of the world's work and that he may give more serious thought to his own choice of a vocation.

   c. To give each pupil an opportunity to explore his interests, aptitudes, and abilities, especially in the junior high-school or corresponding years.

   d. To direct pupils who must leave school early into such curricula, such continuation or "opportunity" classes as any considerable group of pupils may need to fit them for entrance upon occupational life.

e. To make all possible use of the pupil's tentative or permanent choice of a vocation in motivating his work in every subject.

f. To create among the pupils an atmosphere of purposeful activity.

2. Social and Moral Guidance:

a. To work out in the organization of the school a definite plan of instruction, involving all subjects taught, so that right habits of work, of conduct, and of living will be formed.

b. To give the pupil through organized activities an opportunity to participate in the administration of these activities to the end that he may learn to form right judgments and to follow these judgments by right action.

c. To aid the pupil while under discipline for some wrong act to think through the right solution of his own problem and to follow that right thinking by right acting.

III. Methods of Guidance—

1. Preparatory activities:

a. Series of teachers' meetings to study the subject of guidance and to secure sympathetic coöperation.

b. Special addresses to entire school or classes at the beginning of the school year.

c. Vocational guidance week, "Go to School," or "Find Yourself" campaigns.

d. Coördination of all parts of the local school system with respect to guidance.

2. Informational Activities:

a. Study of educational opportunities.

1. A study of educational opportunities both immediate and remote as incidental to oral and written composition.

a. For pupils in the seventh and eighth grades, a study of the offerings of the high school or other local institutions.

b. For pupils in the high school, a study of the colleges and other higher institutions.

2. Group visits of pupils to the high school or to nearby colleges and educational institutions.

3. Publishing of school bulletins and papers setting forth the value of an education and the opportunities for study and training.

b. Study of the occupational opportunities.

1. A study of general occupational fields

a. As incidental to all subjects in their application to vocations, and particularly in the teaching of science and the practical arts;

b. As incidental to oral and written composition;

c. As a class in systematic study; or

d. As an integral part of the reorganized "social studies."

2. Group visits to local industrial and business institutions.

c. The library should be the laboratory for all guidance activities. Special shelves should contain books bearing upon all phases of the problem. A guidance conference room is often found in connection with the school library.

3. Social and Moral Activities.

a. Club activities organized along the line of educational, recreational, or vocational interests.

b. Assembly programs of varying forms planned by the pupils and carried out under guidance.

c. Pupil participation in the organization and administration of extra-curriculum activities.

d. Cases of discipline often lend an opportunity for guiding pupils in right thinking, right social attitudes, and right action.

e. The entire organization and administration of the school should definitely aim at the formation of right habits of work and conduct.

4. Exploratory Activities:
   a. All educational experience has its bearing upon the interests and abilities of pupils and should be considered as a factor in guidance.
   b. In the junior high school the "general" or "survey" courses have exceptional value in broadening the vision of the pupil as to possible life interests.
   c. Also in the junior high school definite "try-out" courses are often used to prove the ability or the disability of pupils to pursue certain lines of study with success.
   d. Part-time or summer employment has a distinct value in discovering aptitudes and abilities.
5. Counselling—
   a. Group conferences should be held each semester.
   b. Each pupil should receive personal counsel as follows:
      1. At the beginning of each semester for adjustment.
      2. Before the close of each semester for curriculum guidance.
      3. Special conferences with regard to failure, discipline, or whenever it may seem desirable.
      4. When planning to leave school for any reason.
   c. Opportunity for conferences for adjustment or advice should be given to those who have left school.
   d. Counsellors should hold conferences with parents when possible regarding educational adjustments.
   e. Counsellors should attempt to aid the pupil to make the decisions which in the school organization have to be made from time to time, and to postpone the definite choice of a fixed life-work as long as may be consistent with thorough vocational preparation.
   f. Aids to counselling should include the following:
      1. Complete cumulative records—scholarship, sociological, psychological, health, school activities.
      2. The use of intelligence tests, achievement tests, and prognostic tests when given and interpreted by competent individuals.

3. Special reports from teachers giving information helpful in guidance.

6. Placement—
   a. Pupils leaving school on or before graduation should be assisted in selecting and entering the type of institution which provides the best opportunity for continued training; or, if they must enter employment, the opportunity to do the kind of work for which they are best fitted and which holds out for them the best future outlook.
   b. Opportunity should always be given to those who have left school to return for replacement, adjustment of difficulties, or for personal advice.

IV. Essential Organization for Guidance—

1. An administrative head.
   a. Functions.
      1. To assume responsibility for the effective operation of the program.
      2. To lead the teachers who are to act as counsellors.
      3. To secure the co-operation of all teachers in carrying out the spirit of the program.
   b. Responsibility.
      1. In the smaller schools the principal will necessarily assume the administrative leadership.
      2. As schools increase in enrollment the principal will delegate some or all of these functions to others as the organization of the school may permit.
         a. To a vice-principal;
         b. To a "dean" of boys or girls;
         c. To a committee;
         d. To a teacher as a part-time duty; or
         e. To full-time director or directors.

2. Faculty co-operation.
   a. Counsellors, according to the size and organization of the school.
      1. Teachers chosen for peculiar fitness or training to act as advisers;

2. Heads of departments or curriculum directors;
3. Home-room teachers as counsellors; or
4. Group advisers for special divisions of pupils.

2. Teachers of special "try-out" or "survey" subjects.
   1. To give the pupils an opportunity to explore interests, aptitudes, and abilities.
   2. To make a special study of pupils in such subjects with respect to habits of work, interests, abilities or disabilities.
   3. To make special reports on such observations.

c. Teachers of all subjects.
   1. To make application of the subject taught to the life-career motive.
   2. To make use of the pupils' assumed or chosen ambition to motivate the school work of the pupil.
   3. To make special reports affording information helpful in the guidance of pupils.
   4. To meet the needs of pupils through more homogeneous grouping, directing study, or some form of individual teaching.

3. Essential forms and records.
   a. Cumulative scholarship record, seventh through twelfth grades.
   b. Cumulative personal record, seventh through twelfth grades.
      1. Records of social activities, characteristics, habits, etc.
      2. Records of all tests; intelligence, achievement, prognostic.
   c. Health and physical record.
   d. Blanks for special reports from teachers regarding interests, aptitudes, abilities, or disabilities.
   e. Personal conference data and records.
   f. Placement and adjustment records.

V. Co-operating Agencies.

1. A city or district system of guidance.
2. Local public library.

3. Local chamber of commerce.
4. Local civic clubs; Rotary, Kiwanis, etc.
5. Y. M. C. A., Scouts, etc.
6. Parent-teacher associations.

Principal R. T. Hargreaves, Central High School, Minneapolis, Minnesota, read his manuscript entitled, *Guidance: A Point of View.*

GUIDANCE: A POINT OF VIEW

R. T. Hargreaves,
Principal of Central High School, Minneapolis, Minnesota

A friend of mine was asked by the seven-year-old daughter of his host one evening the eternal question of youth:

"What am I going to be when I grow up?"

To which he truthfully replied, "I don't know."

"Well, how am I going to be it?" queried the young miss, "if I don't know what I am going to be?"

It seemed to the child a simple question, and she was sorely disappointed at the failure of my friend to essay the intriguing role of vocational fortune teller. We can hardly blame her for thinking him stupid compared with the other adults of her acquaintance, for adults delight to predict the future of children, to weigh youth in the balance and to deliver solemn judgments dismissing this one to the right and that one to the left regardless of the fact that the only certainty about their judgments is that they are not those which society will render in the valley of experience. The more intelligent of us who have survived childhood have repeatedly had occasion to recognize the speciousness of these adult pronouncements concerning the future of the individual child with respect to both character and occupational fitness. We have learned through experience why society attaches so little importance to the judgment of the school about the fitness of the individual boy or girl for a particular form of employment. We have discovered that in nothing has the school failed so lamentably in the past as in its prognostic judgments of individual human futures.

This failure of the educator of the past to predict with any degree of certainty the vocational fitness and probable success of the individual child, we are now told was due to the lack of a scientific

means for measuring human capacities and potentialities. His method was crude, his measure a rule of thumb. His judgments were reached through a mysterious process called "sizing one up."

But a better day for the educational prophet of the future is at hand, we are told. During the last decade the psychologist has developed a method and a technique for measuring native intelligence, which is proving helpful to the sober-minded educator in his endeavor to understand his charges, to direct their educational activities, and to counsel them in their occupational choices. Some educators, carried away by their enthusiasm for the objective measurement of individuals, are attempting to use this new method to predict the vocational outlook of persons. In fact, educational psychologists, encouraged by the results of the army tests and the subsequent findings of the whole test movement in the educational laboratories and schools of the country, have conceived the ideal of a world so ordered that each individual shall be fitted into that particular occupation for which he is best suited. It is an alluring ideal, but one which many of us are inclined to regard as an iridescent dream, possible of realization only in a mechanical order of society, in a world of absolutes.

Under the influence of some such ideal one group of psychologists and professional educators, seized with a desire to play Providence in the name of science to others has taken a few facts, gone up into the mount to confer with the biologists, and has come down to us with a new decalogue of science by which they are going to predict the future of individuals, and with a technique which they are going to use to find out what folks are fit for and to fit them for it. They talk glibly of "gifts" and "talents," of superior and inferior. They have set up a *those who* classification of children, God's elect and the godforsaken. They have anointed themselves with authority as super-intellectuals to sort people into groups; *those who* shall be selected for higher education and positions of preferment, and *those who* shall be denied the privileges of higher education and be trained to till and toil. They boldly assert that they can pick out in childhood the "gifted" and the "talented" by the use of true and false tests, completion tests, achievement tests, putting an x in the third column if an elephant is larger than a rat. These determinists of the new day conceive individuals in terms of parts to be fitted into the social machine and themselves as the master build-

ers whose duty it is to assemble the parts into a whole according to specifications which they alone possess and they alone are able to interpret. Such an ideal reduces life to standardization and emphasizes the submergence of individuality. They assert a ruthless biological standard and argue from it a hopeless educational determinism. They set limits to classes of persons because of a low, medium, or high I. Q. and would use mental tests as a predetermining agency to create the "masses." All such conceptions of guidance are conceived in terms of social stratification and are tainted with the notion of status. They have so over-emphasized the importance of innate intelligence as the final determinant of human achievement that there is a growing danger that society itself may be led to take an extremely fatalistic view of the possible future of the individual child.

All this is written and is being written in the educational literature of the present decade. I quote from the writings of a few of these post-Calvinists just to show the manner in which the aristocratic tradition is being upheld and a fatalistic interpretation is being given to the findings of intelligent testing.

"Facts have been presented," says Terman, "which show that the limits of a child's educability can be fairly predicted by means of mental tests in the first school year. By repeated tests these limits can be determined accurately enough for all practical purposes by the end of the child's fifth or sixth school year. This early at least vocational training and guidance should begin."[1]

Here we are asked to believe that the evidence is in at the end of the fifth or sixth year, as to the vocational potentialities in a changing social order, of a whipster still in the pupa stage.

President Cutten, of Colgate, expresses what seems to be a growing conviction among our college and university administrators:

"With only thirteen and one-half per cent of the population able to get through college well, fifteen per cent to get through at all and twenty-five per cent unable to comprehend the significance of the ballot, democracy is out of the question—twenty-five per cent of the people are mentally subnormal and the average mentality is slightly over thirteen" . . . "We are now examining children in the public schools and finding all ranges of intelligence from imbecility to genius.

[1]L. M. Terman, *The Intelligence of School Children*, pp. 268-269.

We are told that the intelligence quotient of a child rarely changes so that we are able to tell early in his life what the limit of intelligence of any person will be and in a general way to what class of vocation he is best fitted and to a certain extent destined. When the tests for vocational guidance are completed and developed, each boy and girl will be assigned to the vocation for which he is best fitted." [2]

Richard Burton, writing in the December number of the *American Mercury,* says:

"How wonderful if some college, by inheritance the beneficiary and guardian of the sound academic ideal, should speak right out and say that its aim was artistocratic, to prepare the saving remnant to rule the rest of us."

William D. Tait writes in the January 10, 1925, issue of *School and Society:*

"Democracy must be true to itself and render service to itself by looking forward to the establishment of an artistocracy of worth based upon intellect." . . . "Many are fit only to be hewers of wood, but they should be expert hewers. That is, those who are not fit for higher education should be thoroughly trained in the line for which they may be specially fitted. They should be told what to do, how to do it and when to do it. They should be trained but not educated."

These determinists and their followers, who are increasing in number, mistrust democratic education and attribute the present industrial unrest and social maladjustment to the trial and error method by which vocations are selected, and to our established open-door policy of a free opportunity to the individual to become a candidate for any of the offices of life. They urge in the name of social welfare a program of guidance which would result in the classification and placement of individuals in classes, groups and vocations by some external authority, such as the schools, or a superior group. They are supported in this program by the Nordic idolaters, the biological determinists and radical eugenists, and by a group of self-sufficient intellectuals who are writing on social and educational problems. "Education, they say, must be more accurately adjusted to the needs of the individual and these are decided at birth." These needs must be discovered by means of mental tests. The intelligence

[2]G. B. Cutten, *Inaugural Address, School and Society,* Vol. XVI, 409.

of each child must be measured and his I. Q. established. Each must be told his limitations at an early age, be labeled superior or inferior and be educated under the label to the end that we may have a more efficient social order. This program of the determinist is directed toward standardization of life; it proceeds on the assumption that if a child has a high I. Q., well and good, if not, there is nothing to be done about it; it sets up prelimiting suppositions about children on the slender evidence of mental tests which are totally inadequate for prediction. The labels, superior and inferior, which it uses in terms of I. Q. scores, mean only superior or inferior in what the tests identify, which seems to be the ability to deal effectively with the printed pages, "to get along well in the common school branches"; they do not measure or disclose imagination, creativeness, or special talents; they do not reveal the ability of the individual to get along in human situations. The mere possession of superior ability itself does not insure its release in effective ways. Granted that we are able to measure intelligence, we have no way of predicting how it will be exhibited in the various complex social situations of life. "Intelligence," Hart reminds us, "seems to be a function of mental life which appears in times of crisis to help in the adjustment that the crisis demands. The individual who has problems will have intelligence, one who has no problems will never have intelligence." By common-sense methods we learn that men acquire alertness and keenest of decision in their particular skills, occupations, and professions, yet remain obtuse in their reaction time in unrelated experiences and data. Intelligence is only one of the traits which conditions achievement.

Yet "we are asked to use the schools as a conscious instrument for the development of a class consciousness based upon intelligence and are asked to believe that it will be a righteous classification."

That the acceptance of any program of guidance by a superior group, however omniscient, would, as these determinists assert, produce a more efficient social order, is extremely doubtful. That it would result in social stratification of individuals is certain. That it would augment human stupidity and ignorance is more than likely. It would frustrate hope, discourage the desire to adventure, to try one's wings, and by removing uncertainty would rob life of much of its daring and zest. Individuality would become frosted and withered. Those who advocate such a program squint at life and

often see only the shopwindows, the crowded streets, the factories, the poorhouses, institutions, and organizations of men, but not the individual man. They think in terms of the interest of a superior group and not in terms of democracy as an expression of life. They regard man not as an end in himself, but as a tool, a servant, a thing to be fashioned to serve some authority or some external purpose.

This is the program of guidance of a closed world, in which fatalistic determinism prevails, where results are postulated as criteria of necessity, and "native intelligence" (whatever that it is) is thought of as a fixed unalterable datum; where the distance one travels is already predetermined by fate; where unalterable laws operate in spite of environing factors so ruthlessly that you cannot make a silk purse out of a sow's ear. In the closed world "Blood will tell." Heredity fixes the upper limit, man is doomed under the aegis of chromosomes and gametes fixed eternally in the heavens, the same yesterday, to-day and forever. Such has always been the program of the favored minority. Is it to be wondered at that vocational guidance is viewed with suspicion and in the popular mind has come to mean selection and placement in that station to which Providence called them?

A democratic view of guidance needs to be broadcasted. This conception recognizes the importance of using care in the selection of one's ancestors but it asserts the infinite value of the individual who presents himself here and now. It postulates the thesis that each individual is a candidate for personality; that each seeks to realize his own genius or talent through continuous experiment in the art of living; that the self is a social product, built in the social *milieu;* group ideas, ideals, institutions, and actions control individual acts; that group approval is the most potent energizing force in the unfolding of individual powers. Individual differences are recognized but not as predetermining outcomes because there is no way of predicting what the individual will aspire to do and be in an open world. The democratic view of guidance founds its program on the philosophy of an open world, a world in which there is room for science; where innovation may be expected and man may have a share and responsibility in guiding changes; where "genius," "talent," and capacity are created through self-activity as one organizes his life for a purposeful drive in the solution of a problem; where the upper limit may be potentially determined by nature but the distance

one travels depends upon circumstances; where each person becomes a center of creative energy so that no prediction regarding an individual is safe—only the unspecified reaching out of his energy toward many goals can be foretold; where "Blood will tell" but only by and large, as the creative organism uses both endowment and environment as the media in which it builds its life, its talents, with no presuppositions as to equality of outcomes; where heredity may fix in a logical way some upper limit but the extent to which any person approaches the possible limit in his development is determined by the nature of his social heritage and his environment. This democratic program of guidance is the program of the many, of the common man. It recognizes individual differences but stresses self-responsibility and emphasizes freedom of choice. It cultivates the variability of human nature and extends the range and intensity of the individual life. *Demos* suspects and doubts the good faith of all other programs of guidance.

Absolutist and indeterminists, autocrat and democrat, scientist and layman agree that there are great differences in the original endowment of children and that these differences play an important part in individual life. Biologists and psychologists tell us that only so many talented children are allocated to each generation by the Almighty or by chance combination of the chromosome and gametes. They array statistics and asseverate what group on the whole is destined to follow the plow, but that helps me not at all as I attempt to prognosticate the future of the particular Bill Smith before me as he faces forward, a lad of fourteen, sixteen, or even eighteen and a high-school senior. Guidance? Yes! But not that of the omniscient strutting kind with its imperious will to power and born to rule dementia. The germ of guidance lies in self-fulfillment, in self-effectuation, in self-realization, in "making good" in the one and only vocation in which you and I are concerned, that being the school, in which Bill Smith is now a living, growing, functioning personality. Guidance in that vocation is the earnest of all guidance. No mechanical fitting of human units into a social order as a mosaic by any self-appointed super-intellect, no Prussianized guidance of the masses but an all aboard policy for the youth of the nation in the secondary schools conceived as a *vocation now,* in which guidance is our chief task and that includes relating to life in all sorts of references. The stirrings within to go forward into college, into shop,

factory, farm, or whatnot. All these reachings out shall be our concern but only to suggest to Bill Smith that he must be the master of his own soul, he must select, choose and try the hurdles; he must take the responsibility for the next step ahead. We may warn him, we may suggest, we may counsel him. In spite of our efforts to understand him, we know so little about him and less about the changing environment in which he will move ten or twenty years hence that we cannot assume the moral responsibility of piloting him, for if we do and he fails he may justly blame us. We must help him to discover his interests and his abilities. We must quicken his desire to undertake the task of his choice. We are not to tell him what he must do. It is his adventure and he must take the hazard.

A democratic order of society cannot remain democratic and tolerate any form of guidance which is predetermining in character and which originates in and is conditioned by any agency or authority outside the individual. Each individual is to find the purpose of his life by living it. The democratic state and all its institutions are dedicated and directed to that end. Each individual must be free to succeed or fail, to change the goal at which he wills to arrive in the light of his experience encountered in the process of living; each must be free to run in wayward whims across the world if he so desires. Continual self-relating and self-adaptation are the conditions or self-fulfillment in a changing social order. The new day demands that the center of gravity must rest in the individual. He cannot hope to discover the purpose of his life, nor the manner of its realization through any process of indoctrination, nor can a knowledge of what it will become be revealed to him, directly or indirectly, by any would-be manipulator of human destiny nor by any self-appointed vocational fortune teller. If the psychologist shall be able to formulate valid tests that will reveal abilities an intelligent people should make use of them. The individual should go to the psychologist and receive from him valuable information in the decision which he himself is making. But he must soak it in the dye vat of his own mental laboratory and give it colorful meaning. Tests do not furnish a basis for prediction about creativeness or social change. "By no findings of the psychologists can the future creator of a masterpiece, whether it be a life or a work of art be foretold."

Educational guidance and vocational intelligence should be developed in ways that will promote intelligent choosing. They must

be directed toward the building of a mind, capable of exercising the right of choice, and the ability to choose wisely. The accent must be upon self-responsibility. This will necessitate a shift of emphasis in school procedure. "At present youth is not trained primarily to search, to choose, and to evaluate, but to remember and to believe." "Education as it is generally administered gives insufficient encouragement to individuality, initiative, real thinking, judgment, and creativeness." In order that there may be wise choosing the program must provide for a general understanding of the nature and the requirements of the various occupations, some acquaintance with existing economic conditions and some knowledge of the social order.

The school is not commissioned to select vocations for its pupils, nor to find out what each is fit for and to fit him for it. Such an expectation implies a science of man, a science that presupposes that the place of the individuals in the social order can be photographed in advance of the experiment of living. This human intelligence has not been able to do. It is the highest glory of man and the one that science has been unable to wrest from him, that there is no science of man, neither of the common man, nor of the different man, still less of the incomparable man. It is the incommensurability of the human equation that should give the determinist pause.

There is no science of the social order which will enable one to enter into prediction, no new decalogue of science for the vocational expert, no historical method of living, for the industrial order is constantly changing. We have no verifiable prognostic instrument which will measure human fitness to become successful. Indeed, we do not yet know what human traits will be most in demand in the social order of to-morrow, nor have we any way of measuring the variableness of those traits in the individual. Man's place in society is one of constantly changing relations, and his occupational fitness is something which he himself creates as he enters into participating relationships with society under conditions of indefinite change. Hence the question of the little girl, "What am I going to be when I grow up," is unanswerable in advance of the experiment.

Secondary education can admit no schemes of classification for guidance which would set up prelimiting suppositions at the beginning of the journey, be it years, course of study, program, or major

field of study. All such prelimiting schemes are essentially deterministic and autocratic in character and tainted with status, designed to separate the sheep from the goats. Men are more than mechanics, physicians or even citizens, women are more than stenographers, nurses or even home-makers. Education for adolescence in a democracy must make provision for change all along the line. Youth is never static, it is a condition of growth. It seeks constantly new opportunities for the release of power. Each new occasion requires some new adjustment of the individual. Secondary education must fabricate a school environment where the adolescent shall be free to exercise the right of choice and to make a constant readjustment of purpose and aim under the direction of his own intelligence as his talents grow and interests change with each new experience encountered in the process of living. The task of guidance in such an environment is to see the school itself as a vocation and not merely a preparation for some unknown future occupation. Guidance in this vocation "does not attempt primarily to prepare a man for any particular set of tasks but for a much more significant and mysterious event, the coming into possession of a mind."

The discussion of the papers was led by Professor John M. Brewer, Head of the Vocational Bureau of the Graduate School of Education of Harvard University. In fact, the discussion continued to such lengths and refinements that at a late hour only the decimated portion of the audience remained.

SECOND SESSION

The second session of the ninth annual meeting was called to order at 2:30 p. m. in the auditorium of Withrow High School by the retiring president, Claude F. Briggs, Principal of Lakewood High School, Lakewood, Ohio. Mr. Briggs presented the incumbent president, L. W. Brooks, Principal of Wichita High School, Wichita, Kansas, who read his address, *An Eighth Objective, International Understanding.*

THE PRESIDENT'S ADDRESS

An Eighth Objective, International Understanding

L. W. Brooks
Principal of Wichita High School, Wichita, Kansas

For several years the secondary schools of our country have been driving forward toward our seven cardinal objectives. We have improved in many ways our health program; we have encouraged our boys and girls to be better members of the households from which they come; we have drilled on the fundamental processes; we have made some progress in educational and vocational guidance; we have devised many new and effective ways of helping our students to be worthy members of the communities in which they live; we have encouraged the wise use of leisure time; and have done our utmost to build strong and stable character. We have had much evidence that the commission that determined these objectives did a splendid, discriminating piece of work. We, the rank and file of principals, have profited by their definition of objectives, and have been able to accomplish much more than we could otherwise have done. Doubtless another year will bring us fresh victories and completed enterprises. We have made an excellent beginning.

The secondary school of to-morrow should continue to press forward toward the realization of these seven cardinal objectives. It should seek greatly to improve the health of its students; it should endeavor to develop leadership and a body of intelligent lawmakers and government officials; it should furnish sane and scientific guidance for our boys and girls, both educationally and vocationally; it should develop a scientific method for the determination of ability,

and should guide the student into channels for which he is best fitted, striking an intelligent medium between vocational, "humanistic," and scientific endeavor; it should seek to instruct the pupil in *fact,* never being afraid of the Truth, but honestly seeking it, whether it be hidden in history, evolution, or mathematics—with the hope that Truth may be its own inspiration to wisdom and morality; it should magnify tolerance and good will between economic groups, races, religions, and nations, recognizing that Nature produces no identities, and that God no doubt intended that each should differ from the other; it should dignify labor and honest effort; it should discourage class preferment, as well as intellectual, financial, and congenital snobbery; it should spend more thought upon "the worthy use of leisure time," in order to encourage participation in the artistic and the beautiful, that the crass and jazzy may be supplanted by that which is upon a higher spiritual level; it should attempt to develop poise and judicious thought to take the place of the enervating tension of the present; it should educate its community as to the aims, purposes, and objectives of education and strive for the sympathetic co-operation of its patrons; it should make an honest effort to give all the young people a fundamental knowledge of the operation of economic laws, especially those that pertain to capital and labor, government, taxes, transportation, sound expenditures, and the like; it should give opportunity for each individual to find himself intellectually and vocationally, regardless of the status of the other members of his class in school; it should apply itself unceasingly to the problems of making every subject useful and applicable to the problems of daily life; it should by its inspiration help our young folks to an extended horizon, a suitable vocation and a higher plane of ethical and spiritual living. All of these enterprises may be undertaken under the head of one or another of our seven cardinal objectives. I should like to suggest an eighth.

The World War has left in its wake a train of new problems that have required us to revise somewhat our objectives, as well as our curriculum content and our psychology. Our young people must face problems of which you and I as adolescents never dreamed. The present moment is full of foreboding. Civilization has been seriously threatened by her recent experiences, and a single false step by a nation or even an individual, might precipitate a deluge of war that would leave nothing but a dismal wreck of all that humanity has

accomplished. Upon the shoulders of our high-school boys and girls of to-day we are laying the burden of evolving to-morrow's order out of to-day's chaos; and we are sending them to the undertaking of this tremendous responsibility with little preparation, little knowledge of world problems, and a scant forward look.

Secondary education is sound asleep, while civilization is enthroned on a magazine of T. N. T., with fuse lighted. Secondary education is innocuously dreaming of I. Q.'s, of "administration vs. supervision," of dancing and cigarets, of conformity to the requirements of colleges, of methodologies, and pedagogies and the *isnesses* of many inconsequential *why's,* each in a degree good or bad; but for the questions as big as the world and as enduring as eternity, she has neither eye nor ear. World courts; leagues of nations; the waning and waxing of dynasties; the crash of governments as they crumble to dust; the struggle of peoples to arise from the horrors of war into the semblance of a decent status; the economic chaos of the world; the moral dilapidation of mankind; hate between nations and races and religions; the disintegration of the fireside; the apparent triumph of material over spirit; starvation of great groups of people; the feverish, post-war tenseness of the world's nervous system; the destruction of ideals and idealism—all of these receive but a passing glance. Capital may hate labor, and labor capital; France may withdraw from the Ruhr; England may "go Bolshevik," or may elect a reactionary government; the finance of the Central Powers may become literally a "scrap (heap) of paper"; France may double her military forces, Russia may modify the form of her communistic autocracy—to all of these things secondary education is apparently equally indifferent. What has become of the San Francisco meeting? With the exception of a few great souls like David Starr Jordan, who have evolved plans for carrying on the work of education for peace, the world has apparently forgotten that that great meeting ever happened. So far as any tangible results to secondary education are concerned, that meeting might have happened a thousand years ago. Neither the problem of amity between nations, nor world peace, nor any other great question of world concern has been generally recognized as a subject for thoughtful study in our secondary schools.

I am, therefore, coming to you to-day with a recommendation that we add to our seven objectives, an eighth, which shall look

toward an understanding of the problems of world import; which shall endeavor to stimulate in our students a desire to understand racial, political, economic, and social situations in various lands—situations upon which the future of the world so tremendously depends; a desire to follow true statesmen of the world in their efforts to bring about international understanding and the ultimate peace of the world; a desire to build into the consciousness of the nations of the world a belief that the abolition of war is not only possible, but necessary, and that a lasting peace can ultimately be built upon the basis of international understanding. This eighth objective should ask that the horrors of war in all their hideousness, unadorned by any gloss of romance or glamour or specious glory, be taught honestly to our boys and girls; it should ask that these same students be instructed in tolerance instead of hate, good will instead of suspicion, and international understanding instead of the historic "diplomacy." It should ask that these principles involving the political weal of the world should be extended to cover also the social, religious, and economic orders, both at home and internationally.

Nearly every subject in the curriculum could be made the basis of some sort of instruction of this vital sort. For instance, in English literature, the emphasis could, by careful selection and a revision of aims, be shifted from reverence for war and the apotheosis of war leaders, to the magnifying of peace; in the study of foreign language, the point of view of foreigners could be studied with the purpose of implanting into the hearts of young people a spirit of fair play and good sportsmanship toward foreign neighbors, instead of dismissing them all from their list of desirable entities with such contemptuous, and (contemptible) epithets as *wop, guinea, bohunk, dago,* and *chink;* the emphasis in mathematics could, for instance, be changed from the trajectory of missiles to stresses and strains in construction; biology could encourage the destruction of unfriendly bacteria instead of destruction to human life by their wholesale distribution, as has been suggested for the "Next War"; chemistry could divert the use of poison gases from killing people to curing them of disease; history could build upon the errors of the past, reveal the naked truth, and look hopefully toward a future better than the past; could cease whitewashing our own record where it is black and besmirching our antagonists when they were right, under the specious appelation of patriotism; (truly "Patriotism is *not*

enough") ; economics could show the ghastly waste of human effort; and psychology could dramatize the hideous degeneration of the soul of man under war conditions. In fact, almost every subject could contribute its bit to the program of peace; or, as Mrs. Evelyn Nicholson calls it, "The Way to a Warless World."

Years ago Nietsche and Frances E. Willard caused to be introduced into the curriculum of the public schools of two countries subjects which found fruition in world chaos and American prohibition of the liquor traffic. These consequents, in character diverse as the poles, gave evidence that if we wish the tree to bear fruit to-morrow, the seed must be planted in the public schools to-day. If we plant hate, suspicion, competition for supremacy in armaments, balances of power, diplomacy, economic pressures, or "Deutschland Ueber Alles," we shall no doubt see the termination of this period of the world's civilizationu, and the white races will revert to barbarism and savagery. If, on the contrary, we implant faith and trust, co-operation, intellectual concord, mutual helpfulness, "peace on earth, good will toward men," our present status will gradually evolve into a higher one, while materialism, greed, and distrust will give way to loftier things of the spirit. The expression of this metamorphosis would be mutual understanding throughout the social and political orders of the world.

In all nations organizations for the promotion of peace are springing up. No one of these, nor all of them together, can possibly be as effective as the training of the child of to-day to be the peace-loving citizen of to-morrow. America by herself could do little; but if the schools of America could unite with the schools of England, and Germany, and Italy, and Czecho-Slovakia, and Hedjaz, and Russia, and Japan, in the idea of implanting co-operation instead of competition for supremacy in war equipment, through a great federation of which Dr. Thomas is the head and inspiration, we should have gone a great way to win the "race between education and catastrophe." Why may not secondary education blaze the way, and become a pioneer in this magnificent program?

Dr. Jordan, in his Prize Peace Plan, has looked forward with prophetic vision. He has originated a document which is destined, I believe, to take its place in history alongside of Magna Carta, the Declaration of Independence, the Gettysburg Address, and the Fourteen Points.

I, therefore, recommend to you, members of the National Association of Secondary-School Principals, that we add an eighth objective, which shall be the development of a generation of young people who may seriously enter upon the program of the proposed development of international understanding, and of amity and good will between economic groups, races, and religions—in fact, in all realms of social intercourse, through a study of problems of world-wide significance.

Dr. A. O. Thomas, State Commissioner of Education of Maine, without notes addressed the Association on *The Function of the Secondary Schools in the Program of International Understanding.*

THE FUNCTION OF THE SECONDARY SCHOOLS IN THE PROGRAM OF INTERNATIONAL UNDERSTANDING

Dr. Augustus Thomas,
State Commissioner of Education, Augusta, Maine

It is a long road from the twilight of civilization to the time when mankind can lay aside his old barbaric tendencies of ignorance, superstition, fear, intolerance, and the old doctrine of "an eye for an eye and a tooth for a tooth." Civilization has varying degrees of advancement and is comparable with both the primitive and the ultimate state. The ideal civilization is that wherein the spirit of justice and friendship exists among all nations and all peoples. As coming events cast their shadows before, so the struggle which is going on to-day among the peoples of the world to solve the great question of war and peace, as the greatest problem facing humanity, must indicate that future generations will be more appreciative of the vital issue and will seek to avoid the hazard of war and all its dread consequences. Modern invention and scientific discovery have changed warfare from the days when moral courage and physical force in the hand to hand encounter constituted the heroic and ultimate aim of human glory. Even in two generations, Sherman's "Hell" is only the vestibule to the modern field of Mars.

It is said that there is a complete change of humanity every seventy years and during this time three generations pass away. It is almost impossible to make definite and fundamental changes in

human motive and behavior and to curb conventionalities of long standing within one generation, but with a purposeful effort, united and sustained, we should make a perceptible change in one human cycle that gradually the tendencies of the primitive may be eliminated and the highest aim of the human race achieved.

Reliance on Education

Taking the world as it stands to-day, with all the struggle to bring relief to the world, with the failure of diplomacy to keep the peace of the world, there is a pathetic confidence in education as the sole remedy for our ills and an almost universal reliance upon it. Somehow the world has the idea that education as a form of social betterment is not compatible with great armies, navies, and the old forms of diplomacy and statecraft. After all, education is the greatest invention of mankind. There are human fingerprints in the world perhaps hundreds of thousands of years old, yet it is only within the last six thousand years that man has been able to read and write even in crude form and to preserve a record of his progress by means of cuneiform letters, hieroglyphics and, finally, the Phoenician alphabet. It is said that Enoch in one of his expeditions out on the plains of Shinab erected two eminences, one of brick and one of stone, and on these he inscribed all human knowledge.

It is not strange that when it became impressed upon the peoples of the world after the World War, that the wilful slaughter of mankind and the woeful destruction of wealth under legalized warfare and that civilization should have outgrown this barbaric tendency, they should turn to education for relief. Diplomacy had failed. Business had been the bone of contention which had brought war. Religion did not appear a common ground on which the nations could come together, and statecraft had failed. To-day, the world recognizes that the purposeful building of civilization must come through educational processes definitely determined and purposefully pursued.

The trend which civilization is to take in the future may be determined by the instruction of to-day. The "little red schoolhouse," therefore, is the symbol of education and, as such, is the force which shall determine the rapidity with which the human race may reach a time when the Golden Rule may be applied among all nations as among all men.

Need of Justice and Understanding

There is no doubt but the question of universal and perpetual peace is the greatest problem confronting humanity. If the two hundred billions of dollars of the World's War debt could be used for the purposes of relieving humanity and for facilites for the betterment of the human race, it would furnish a home for the homeless, food for the hungry, clothes for the naked. It would build highways, libraries, churches, schools, world-wide. It would establish hospitals, provide for scientific investigation, special guidance for the youth of our land in preventing crime, protect society and in one generation move the human race farther on the road to ultimate civilization than has been witnessed since the days of Christ.

When the smoke of battle lifted from the fields of a world conflict, the nations of the world were exhausted, appalled, doubtful of the spirit of civilization, and skeptical as to the advance in human understanding, but the thinking world began an attempt to discover some means of avoiding a recurrence of the catastrophe. The nations must be brought together. They should not be brought together directly on the question of peace. They could not be brought together in the spirit of Christ on religious grounds for there were pagan and Christian, Jew and Gentile, Catholic and Protestant, all jealous of their particular form of religion. Upon what ground, therefore, could the nations of the world come together in understanding? This was the question which confronted the nations at the close of the war.

Education and Life

Just at the present time the educational world is struggling with the problem of curricula making. We are finding that the old-time program does not fit with reasonable nicety into modern requirements in education as well as in all other lines of human activity. While we are shaping the program for the future, we must somehow learn to put into it the elements which we would like to see developed into characteristics, attitudes, and qualities of the future generations. Those of us who have an excuse for being teachers must have a faith in the efficacy of education to guide and direct the children of to-day into the life of manhood and womanhood to-morrow with a higher efficiency than the generations of the past have known. If

we do not believe, therefore, that our teaching is of consequence in molding character, we may as well abandon the school. Schools cannot exist merely for jobs and to keep the young engaged and out of mischief. Schools would be expensive under those conditions, but looking upon the school as an instrument or means towards the progress not only of the individual but the race, we find our justification for the money we spend and for the taking out of productive channels sufficient persons to carry on our work of education.

More and more in scientific curricula making are we going out into life, into society, into business, into government to find the materials of instruction and education. Just now, we are discussing the question of the force of education in overcoming many of the shortcomings of the present day. We see there is need for a greater degree of truth and honor in individuals. We go back into the schoolroom and endeavor to develop a higher sense of responsibility in this particular. We look out at economics and see that 94 per cent of all the men who start into business fail at least once during their experience and that 75 per cent of all the corporations organized in the United States either fail or reorganize at least once during their experience. We see a great lack of thrift and prevailing indigence on the part of our people. We go back into the school and teach the elements of thrift in order that we may overcome this appalling situation of society. We see corruption in government and go back into the school and attempt to instil into the lives of the rising generation a due regard for the observance of law and order and for the integrity of government. We go out into society and see a lack of appreciation and regard for the sacredness of the home and go back into the school and endeavor to teach those virtues which will make the home the ideal it ought to be. Just now we are told by the press in vivid terms that there is a wave of crime sweeping over our country and that juvenile delinquency is on the increase. The observer will discover that where there was one chance to go astray forty years ago, there are one hundred chances to-day, that modern conditions have placed around the youth of to-day hundreds of pitfalls that the youth of yesterday knew not. The youth of to-day are not responsible for this condition. It has been brought on by the adult life of our country. We have not increased our moral instruction in direct proportion to the increase of moral hazard. It is necessary, therefore, that we go back into the school and give direct

moral instruction and seek in every possible way to shield the youth of to-day from the pitfalls which the adult generation has brought upon them.

We, therefore, make up the positive features of our curricula from the necessities of life around us. But this is not sufficient. We not only begin by combing out these elements which we desire to conserve and inculcate them, but we comb out the elements we desire to overcome and make determined war upon them. That is the part of modern day education. That is the thing every teacher should see. This means, therefore, that in building curricula, we must do so with a direct view to improved conditions.

The High School and International Understanding

We are now confronted with a specific question—the function of secondary schools in the program of international understanding. This assumes that there is a function and responsibility in this direction and that it is desirable that nations should understand each other and should be governed by pretty much the same rules as those which govern individuals in society. In other words, we have come to understand the great need of international traffic rules in order to prevent accident and catastrophe. It is well that all nations understand these traffic regulations. As yet, there is no clearly defined functionary whose duty it is to set up these traffic regulations, no international traffic officer to see that they are obeyed, and no international tribunals before which criminals may be tried in a wholly legal and politically scientific method.

This leads us to the conclusion that there is an absolute necessity for a codification of all customs, agreements, regulations, and treaties between nations as a code upon which to found some form of international tribunal. It is for international statecraft to lead the way and to establish these highly desirable features as safeguards of civilization. When this is done, we shall have more definiteness in our responsibilities as schools.

Teachers are anxious to know how and where to attack this very specific and important problem. As yet, there is little to aid the teacher. Our general courage of study and programs of instruction are not constructed along lines bearing upon these needs. While we have improved our texts on all lines pertaining to national view-

points, we have not visualized the great need of a community world. We are just now turning our forces toward this larger view.

Because the question is specific and because there is a great need, I wish to present some very definite lines of procedure. I have not time to explain but merely wish to set up a brief outline of what we have in mind. We cannot for immediate use reconstruct our textbooks and provide new materials of instruction, nor does it seem possible to introduce new subjects into the already overcrowded curricula. The only means, therefore, available are, first, to supplement materials in our regular courses as aids to subjects already included in the high-school program, and, second, to direct the attention of the students to the new viewpoint and to the necessity of world thinking.

Children of high-school age have in their educational journey passed the emotional stage of childhood and have reached the age of responsibility, when judgment and discrimination begin to force themselves into the foreground. They are now able to receive the impact of actual situations and to draw conclusions, form judgments and present reasoning processes in regard to them. It is, after all, a most critical period and requires careful direction, both as to the assembling of facts and the thinking out of conclusions. They should be taught to place a question mark after the statements found in the textbooks and to inquire into the groups of facts concerning the case at hand.

I wish to present the several phases of high-school study which lend themselves to the solution of the question under discussion.

1. *The Teaching of History.* The universal aim in history teaching in high schools should be to acquaint the student with the social, economic, and political development of the people in national life and to show the relationships of these elements to similar activities in other countries. We should not forget that each country has a specific value in world relations. While our first study of a country must necessarily be as a national unit, we must lay in the minds of the young the foundation of a sane and wholesome background from which to develop a coöperative view and a respect for all nations so far as their achievements are worthy. Instruction in history should include direct and purposeful teaching of specific principles which directly promote international good will, impartial judgment,

justice, and reasonable modesty, devoid of boastful attitudes toward our national neighbors and withal a high sense of honor.

In the textbook most of us studied, the romance of history has been in the red pages of war. Heroes of peace, as scholars, inventors, musicians, artists, discoverers, humanitarians, have received slight mention and are mostly forgotten. It is not strange that this should be so, for we are still primitive and moral and physical courage appeal to us. Advances in conciliation are too undramatic to attract the youth mind. Few textbooks mention the demobilization of the Canadian boundary, one of the outstanding achievements of our country. War has been the chief reality and presented the most tangible hold upon history. We have held to the idea that national interests of other people have somehow been opposed to our own. We should turn the viewpoint around and see the nations as they really are—a community with common interests. The viewpoint is no doubt a condition or stage of the advancement of civilization and must and shall pass away, but we may hasten it by purposeful planning and teaching. Man is an unexpurgable conservative, unwilling to accept new ideas until they are forced upon him. New ideas seem to appall him and we must, therefore, await with patience the long processes of education. The more I think of the expressions of Holy Writ, the more I am convinced of the eternal truths therein. "For a little child shall lead them" seems to be true in connection with the elimination of one of the most barbaric tendencies which has accompanied man on his journey. We must select that which we would achieve and then set ourselves to the task of teaching it to the young.

It is well to teach some phase of history intensively, such as the study of Greece or Rome, but it seems to me it would have a greater life value if we should give a sort of bird's-eye picture of the nations as they have arisen and of their achievements which have added to the sum-total of human welfare. There are some who would call this a smattering of knowledge, but that is all most of us get at best, and we must stick to our promise that our teaching materials are more and more being gathered from our life contacts.

2. *Geography.* Along with the teaching of history, if it is well taught, must go some teaching of geography. This is the great cosmopolitan subject and covers the political, commercial, and economic conditions of the people. It may well reach also into history and include a study of races. But as a single subject, we cannot carry on

an exhaustive study of all of the branches found within it. But history, literature, language, and even science cannot be successfully studied independent of it. The foundation work should be carried on in the elementary schools and as a "tool" subject. In the high school it has both aspects of "tool" and "ultimate." Its correlation with other subjects is essential. The student in high school should be directed to this study as including those specific subjects which cover the principles of international dependency, such as the exchange of commodities, the universality of science, industry, communication, enterprise, and with all mutual understanding. I am of the opinion that race boastfulness is somewhat akin to national boastfulness. It may be quite natural for one race to boast of superior qualities but we should at least be willing to accord to each race the real value of its achievement. Just now we are discussing the superiority of the Nordic race over the Alpine. It may be safe to say the Nordics have perfected government and invention and the Alpines have presented us with art and music. "Let him who would be the greatest become the servant of all." There is no place in the high-school curriculum where this may be emphasized so well as in geography.

3. *World Civics.* In connection with the study of both history and geography in the early grades and the high school, there should be a place for the study of international contacts, which for want of a better term I shall call "world civics." I do not mean by this that we should make an intensified study of the civil government of the several nations but that we should study the several contacts of one nation with another. There is no study in all the curricula which will lend itself to an international understanding and to appreciation of our underlying relationships like this particular phase which has so long been neglected.

There are those who would build a wall around our country and live unto ourselves as nations used to live in the days when each ethnological unit coincided with a geographical unit, when one nation was separated from another by almost unsurmountable barriers and which gave rise to the many languages, dialects, individual manners, and customs of peoples. To-day these barriers are "burned away" and we communicate freely with each other and should be as familiar with events transpiring in London as events transpiring in Washington and should be able to get the impact and to interpret events

with the same degree of accuracy and satisfaction. There are some of us who would not become entangled with any other nation in the world, but we are already irrevocably entangled in postal service, diplomatic relations, in passport provisions, and in many other ways.

In connection with this subject, it is interesting for the student to discover that a five cent stamp will carry a letter into any country of the world and our usual rates into some, and that a foreign stamp will carry a letter through the American post offices. It is interesting to know many of our impost and expost duties, our general tariff regulations, how a citizen may go from one country to another, how we have consuls in each trade center and ministers and ambassadors in the capitals of the different countries and how the American flag floats over its little patch of ground in all lands, how a ship from one country may anchor in the harbor of another, how goods may be landed and transferred and under what regulations one nation may cross the boundaries of another. With this should go the teaching of international ethics, international courtesies, and the spiritual values underlying integrity and international conduct.

4. *World Events.* More and more the study of world events is finding favor in our high schools. There are many publications which provide suitable material for study of this sort. Among these are *Current Events, Literary Digest* and *Our World Weekly.* These publications are available and furnish material authentic and well selected either for supplementary work of classes already established or for special classes in the subject.

The greatest task which lies ahead of the school in all lands is that of preparing the way for a new order of international friendship and good will. Upon the instruction of the youth of the nation lies the responsibility of enlarging the national conception and promoting good will among all peoples. Entirely new values and standards need to be created.

Citizenship to-day must be broader than nationalism. There must be an international consciousness, an international heart and a world mind. This "world mind" is largely an attitude or habit of thinking in the larger units and a habit of regarding the nations as coöperating parts of a great whole. It is learning to measure other

people by their own standards and getting their points of view. It is recognition of those great virtues, attitudes, traits, and ideals which constitute national character. There is no place where this can be done like specific instruction in what is going on in the world. In the hands of a good teacher the materials furnished by these periodicals constitute one of the most effective means of bringing about the desired aim. The program to-day is incomplete without it.

5. *The Fine Arts.* Correlating with other lines of work and especially connected with the study of literature, there should be developed a knowledge of the great artists, musicians, and literatures of the world, and also of the great works they have accomplished, thus giving credit to each nation for its contribution to the advancement and well-being of society.

The instruction in literature, music, and art should include the teaching of specific principles which directly promote appreciation, courtesy, usefulness, service, truthfulness, and human sympathy. Music, art, and literature are a common language and of universal value. No matter where a masterpiece may be located nor in what country it is produced, its richness endows humanity everywhere. This phase should not be neglected but should have a definite place in the curricula of the modern school.

6. *Good Will Day.* I cannot close these suggestions without calling attention to the institution of World Good Will Day, May 18th, the anniversary of the First Hague Tribunal, in time of peace for the settlement of international difficulties. The World Conference at San Francisco recommended that the schools in all lands observe this day as a means of calling attention directly to the need of a world thinking and a world sympathy. On this day, special programs should be given and special interest in the youth in other lands engendered and accurate visualization of the higher types afforded by the different countries. The first attempt to celebrate this day was in 1924. The most notable or distinct achievement in this country in its celebration was that of the High School of Hammond, Indiana, where the students devoted an entire issue of the local paper to the subject of International Good Will and Justice. It was a worthy achievement, distinct in its results achieved.

7. *Language Study.* There has been an attempt on various occasions to develop and introduce a universal language. Esperanto

is a notable, and perhaps the oldest of these attempts, but somehow a fabricated language has not definitely appealed to the educational world. No matter how we may view the subject, owing to the persistence of the Anglo-Saxon in commerce and trade the English language is likely to become in twenty-five years a universal medium of international communication. At the present time, it is possible for persons to travel throughout the world with the English language alone, and especially with great convenience if this is supplemented by the French. There is, however, in the study of modern languages, as well as Latin, an opportunity to produce an appreciation and an understanding of our national neighbors. No language in the world can show coöperation more thoroughly than our own language which is made up of contributions from many tongues.

A Rational Nationalism

Just at the present time, we are especially concerned in reducing the hazard of war. The horror of the last great war has not yet ceased its hold upon the hearts of mankind. We are wondering if in the past there has been neglected some definite instruction or purposeful guidance away from the battlefield. The future wars will be as much more appalling than this last war as we advance in science and discovery and in the invention of destructive elements of war. Neither you nor I deceive ourselves with the belief that war has ended so long as selfishness and revenge are in the human heart. So long as one has what another wants, we shall have contentions and possible wars, but you and I believe that by purposeful instruction generation after generation, we can increase the intervals between wars until they finally shall cease. This is the hope of us all.

There is no tendency on the part of education to break down national lines, to obliterate race characteristics, to establish an internationale, or to scrap the flags of the countries, but to build a greater patriotism founded upon right and justice and the virtues of one's country and the privileges it may vouchsafe rather than to build upon the negative side or the side of discord and hatred. Education must believe in the broader humanity while at the same time it is developing a consistent nationalism which of course means love of country and a desire to protect it under all considerations.

It is not wise or just for us at this stage of the development of civilization to teach our boys and girls that war may never be justi-

fiable nor would it seem right for us to despoil the pages of our history of the illustrious deeds and the illustrious leaders of mankind, even when they have been forcing civilization along at the point of the spear. We should teach these facts, these truths, as they are but teach them in a consistent and persistent progressivism in the upward climb of the human race. I am not opposed under any circumstances to teaching the facts of history, but the teacher of these facts ought to point out their true meaning and that as mankind has advanced in civilization, he has laid away the crude and the cruel and the physical forces and has been governed more and more by good sense and justice and eventually may be governed in a large measure by the tenets of the Golden Rule.

Education must recognize the contributions which nations have made to the advancement of civilization and to human happiness. It should recognize the gifts of music, of art, of invention, of discovery, of science, of literature, of statecraft, of law, of philosophy, and even of religion that may have come out of the least among the nations.

It would acquaint child and youth life with the desirable traits of our national neighbors and would create in them a respect for the honest efforts of all races and all nations to the end that future generations may be more tolerant of the rights and privileges of others and that national disputes and differences may be settled by arbitration and through courts of international justice rather than by armed conflict.

We would not be less patriotic but more humanitarian; not have less love of country but more love of our fellowmen; not less a sense of protection of our native land but a greater sense of justice in our dealing with other countries. We would recognize the world as a great community with streets and alleys and convenient modes of communication and with interdependence of commodities and of thought, whose peoples are of common origin and of common destiny.

The general topic was continued by Dr. I. L. Kandel of the International Institute of Teachers College, Columbia University, with the paper *International Understanding and the Schools.*

INTERNATIONAL UNDERSTANDING AND THE SCHOOLS

I. L. Kandel,
Teachers College, Columbia University

There is a strong tendency to-day to make the schools responsible for activities and movements that do not appear to thrive through other organizations. It is unnecessary here to mention any of these. From one point of view it is a healthy sign that the schools are recognized as the most fruitful medium for forming the opinions of coming generations; from another there is a very real danger that the schools may be used for propaganda purposes and that the curriculum may ultimately be unable to bear the load of additional subjects or activities. It is not, therefore, the purpose of this paper to suggest any additions to the already overburdened curriculum of the high school.

What do we mean when we talk of international understanding? Broadly speaking, it is that attitude which recognizes the possibilities of service of our own nation and of other nations in a common cause, the cause of humanity, the readiness to realize that other nations along with our own have by virtue of their common humanity the ability to contribute something of worth to the progress of civilization. Any other conception would simply mean a return to the Greek division of the world into Greeks and barbarians. This point appears to be so obvious and almost so superficial as not to be worth mentioning. And yet if one were to analyze the common conception of nationalism, it may be wondered whether and to what extent it really differs from the old Greek notion. For we do tend in thinking of other nations or of foreigners to think first of their peculiarities and eccentricities, the features that differentiate them from us rather than those qualities and virtues that make them human beings like ourselves. The basis of international understanding was already sounded two thousand years ago in the Latin poet's *"Nihil humanum a me alienum puto,"* and the common cause to which reference has just been made has nowhere been better summarized than by Carlyle, "Are not all true men that live, or that ever lived, soldiers of the same army, enlisted under Heaven's captaincy to do battle against the same enemy, the empire of Darkness and Wrong? Why should we misknow one another and fight, not

against the enemy, but against ourselves, for mere differences of uniform?"

The word "international" is to-day either out of favor and under suspicion or abused through sentimentality. The first because it is associated with communism, bolshevism, or other isms, with which it has no necessary relations; the second because of emphasis on an idea without content, a superabundant flow of sympathy without appreciation of its implications. One important reason why internationalism may be open to suspicion is due to the mistaken notion that it is opposed to nationalism. Nothing could be farther from the truth. Just as true, genuine nationalism or patriotism is impossible without individual self-realization, without loyalty to self, one's family, the various groups that exist for associated living, so international understanding is impossible without loyalty to one's own nation, based on an appreciation of her resources and potential contributions to the progress of mankind. The development of international understanding in the only sense in which it can be used is independent of any consideration of legal or political organizations; it may constitute the basis of these, but only if and when the time is ripe. An international attitude in no way can involve a repudiation of patriotism; indeed, because its basis should be a recognition of the part played by other countries as well as our own in the progress of the world, it should intensify patriotism and quicken the consciousness of those things that make our own country great in the service of humanity.

What can the school do to promote such international understanding? It is unnecessary, at any rate in the high-school period, to add another subject to the curriculum. For a study of international relations there may be room in colleges, but in the high schools the development of international understanding should be a matter of emphasis. The curriculum is ample enough and broad enough to serve the purpose. Underlying the whole work of any school and irrespective of any subject-matter there is everywhere the larger aim of cultivating certain ideals—fair play, coöperation, service, justice. What shall be the limits of these ideals in practice? Have they served their purpose when applied to ourselves and to our fellow-pupils, or are they effective only in so far as they furnish standards of value in our relations to all social, civic, and national questions, and beyond that in the relations of our nation to others,

or of ourselves personally to other nationals? Otherwise would we not run the risk of setting up dual standards and the consequent maladjustment that comes from such a condition?

It is obvious, however, that these ideals can only have validity in so far as they are based on a knowledge and an appreciation of facts. There is not a subject in the high-school curriculum which cannot contribute some knowledge of facts bearing on international relations. And the central feature in our methods to-day may in all fairness be stated as a desire to cultivate the habit of carefully evaluating facts, of sifting the correct from the incorrect, the logical from the illogical, truth from falsehood. The fundamental weakness in social and political development, a weakness that is universal, is that this critical attitude, which we aim to develop in our schools, is not applied to social and political questions. Here we tend to be creatures of heredity and prejudice. Both national and international understanding require the application of a critical attitude if sane progress is to continue.

But a critical attitude that does not have its foundations in a command of facts is mere caviling. What is the equipment in facts or knowledge desirable for an international attitude? They are everywhere present in our curriculum, were we but ready to recognize them. In the field of games and athletics our records are no longer national but world records; in every athletic activity even the smallest nation is to-day represented in international meets; international college events, and, where distances are not great, as in Europe, international school events are increasing in number. In folk dances, in music, and in art ample opportunities are afforded for emphasizing the contributions of different nations to the world. Music and art, indeed, recognize no national boundaries; we do not or should not think of painters or sculptors or composers or musicians as German or French or Italian or English; they belong to the world; their works are for humanity as a whole. Is not the same thing becoming increasingly true of literature; is not literature a common spiritual heritage? It is natural for us to think of British authors as our own; but are not the great writers of other countries gradually assuming a place in our literary world? A book of merit in a foreign language is scarcely a month old before it is translated and becomes ours; and this is equally true of the drama. Admittedly in our preoccupation with grammar and language and examinable

achievements we neglect literature, but the opportunity is there to be seized and experiments along these lines are not wanting. It is not an accident that the literary subjects are termed "humanities"; it is our fault that they are not treated as such and do not serve as a bond that binds centuries and generations together in a consciousness of common service.

This point of common service may be somewhat elusive in the spiritual field; but apply it to the sciences, whether pure or applied, and the implication becomes obvious.

Scientific progress, except through the utilization of products and ideas and discoveries wherever found, irrespective of national origin, is unthinkable. One has but to think of the number of national minds that have gone to the development of our modern toys—the radio, the aeroplane, the telephone, and so on; or of the contributions in the medical sciences which at once become the property of humanity, not of a nation. This does not mean that we need to surrender or minimize our pride in the contributions of our own citizens, but it does mean that we can derive a new ideal of international coöperation and service. The advancement of knowledge is not a national but an international or human service. It should engender the attitude that we cannot utilize the products, spiritual or material, of the citizen of any country and continue to despise his fellow citizens.

The study of geography has the possibilities of both the humanities and the sciences. While on the one hand it deals with the influences of nature on man, it does on the other emphasize how men in different parts of the world live and work and the essential interdependence of humanity for the raw and manufactured products of the world, which manifests itself in the development of transport, means of communication, industry, commerce, and international finance. The effects of dislocation of industry in one country are felt immediately in another; a change of fashion in one part of the world may spell ruin in another. The world is becoming smaller, which means simply that the common unity of man is increasing. It does not require a special course in economics to develop the theme to-day that commercially and industrially the world is one and that few nations are sufficiently blessed with the world's resources to live alone without stagnating. And furthermore, this applies not

merely to the exchange of essential commodities but to luxuries as well.

The subject that has been most abused everywhere, our own country not excepted, is history. Round this subject more than any other heated controversies have raged and are still raging. And yet what subject has greater possibilities if studied from the point of view of the service of man to man or of nations to the world? It is a platitude to say that the political and military aspects of history have been overemphasized; but is it not possible to retain these and with the addition of a study of the progress of civilization and social organization to develop an attitude which compares the permanent contributions of each nation or period that have resulted on the one hand through war and on the other from the pursuits of peace? What has survived of Greek history—the warlike or the peaceful pursuits—her literature, science, art and philosophy? Was it not the Greeks who early evolved a system of arbitration of their disputes? Did Rome contribute as much to future generations through war as through the Pax Romana, through building of roads, through her language and her laws, and the first glimmerings of the idea of a law of nations? And similar emphasis can be found without difficulty throughout history, always indicating that, where war and nationalism abused have severed, and kept apart, everything that has contributed to the benefit of mankind has helped to draw it closer together in a bond of common interests. In the nineteenth century in particular the evidences of a growing sense of internationalism can be taken up in treating the development of international organization for human welfare, the abolition of slavery, prison reform, the Red Cross, international congresses and societies of scholars in different fields, the Universal Postal Union, arbitration treaties culminating in the more recent movements to control or stop wars. Governments may be slow in promoting or adopting such movements, but their peoples, conscious of the need, will continue to increase them.

Finally, the study of current events may any morning reveal the interdependence of the peoples of the world. A disaster in Japan or Italy will call forth the lurking bonds of sympathy; a new discovery in any field of science will illustrate community of interests; the state of the financial market may affect millions in different corners of the globe. If the new "social studies" or "social sciences" have not been discussed, it is because their content is still in the

making, but here, too, the teacher who knows the ramifications of his subject can do much to promote international understanding.

In these various ways and by the proper utilization of subjects already available international understanding may be promoted naturally and in its manifold settings. Above all, let us avoid the addition of a new subject with specialist teachers, for departmentalization and specialization will inevitably lead to thinking in compartments, while what is desired in the development of citizenship, in stimulating patriotism, and in cultivating international understanding is to leave with the pupil a sense of service and the manifold ways in which it can be performed. If the pupil passes out of the high school with a realization, as has been well stated, that civilization has been a collective achievement, in which his nation has borne a proud share along with others, that it is a common heritage and a joint responsibility of all nations, he will have gone far toward a realization of international understanding, which implies the recognition of a common humanity, based on common knowledge and devoted to common ends.

Dr. F. C. Touton, Professor of Education of the University of Southern California, Los Angeles, California, read the *Report of Committee on Rural High Schools.*

REPORT OF THE COMMITTEE ON RURAL HIGH SCHOOLS

1. *College Preparation for All Secondary-School Teachers.* A large number of high schools, approximately 10,000, having less than seventy pupils enrolled, frequently require teachers to be responsible for six or seven different classes daily. The work of these classes is spread over four or five subjects, imposing a responsibility that should be carried only by adequately prepared teachers. The policy of some state departments of public instruction and of other accrediting bodies which demands college prepared teachers for high-school work should become the common practice at the earliest possible date. The number of classes assigned to each teacher may be reduced in some instances by offering work in the eleventh and twelfth grades on alternate years, a plan which is being put in practice in some schools at present.

2. *Teachers' Tenure.* Statistical studies carried on in the several states indicate a very short, less than two years (median) local experience of teachers. This situation is especially true and very critical in the small schools for the survival of pupils in school is closely related to the continuity of teacher tenure.

In this connection your committee recommends as follows:

(a) The salaries of teachers in rural high schools should be increased and a sizable increment should be added for each additional year of local experience.

(b) Teachers of rural high schools should be expected to participate and even lead in certain worthy community activities, thereby establishing permanent community interests.

(c) As a rule teachers should be expected to remain over weekends in the school communities in which they are employed.

3. *Sectioning Classes into Homogeneous Groups.* Your committee recognizes the use of individual and group intelligence tests as essential to the best classroom procedure. In many cities, classes are grouped into relatively homogeneous sections through the use of intelligence tests scores expressed as I. Q.'s or intelligence quotients. The two most common practices are: *First:* The sectioning which places the I. Q. range of 90-110 in the average group, those below 90 in the slow group, and those above 110 in the fast-moving group, and, *secondly,* that sectioning plan which places the middle two-thirds in the average group (I. Q.'s included between + 1 and — 1 standard deviations from the mean), the lowest one-sixth in the slow group, and the highest one-sixth in the fast moving group. Sections thus formed in a sizable school enrollment provide several groups of average ability with relatively few superior and inferior groups. Where enrollments in rural high schools permit, the committee commends the use of one of the foregoing plans or an approximate equivalent.

Upon those who have assumed the responsibility of creating homogeneous groups, your committee recommends such curriculum differentiation and varied methods of instructions as will take account of the fact that the lowest ability group mentioned above learns with much greater difficulty and much more slowly than does the superior group. Hence the curriculum block assigned to the superior group

is much more extensive and often of greater inherent difficulty than that assigned to the average or inferior group.

On the ground that grouping on the basis of ability and curriculum differentiation is the best educational procedure for the larger schools, your committee urges in the smaller schools the use of intelligence tests to determine the mental level of pupils and the assignment of curriculum content to pupils according to their several abilities. Intelligence testing and lesson assignments adjusted to the varying abilities of pupils are urged by your committee on all secondary schools, whether large or small.

4. *A Curriculum Study of Agriculture Production and Markets.* The marketing of farm products is one of the big problems of agricultural interest to the farmer. Frequently a large supply of some commodity is thrown on a strained market with disastrous results to the grower. Losses of that nature mean less money available for school equipment, teachers' salaries, good roads, and other community improvements. If each class in farm management and in commercial geography could make a study of this problem, there would be accumulated in the various localities a fund of information which would serve to give wiser direction to the production and sale of produce. The educational value of such a study would be equal to any project in the curriculum and the evaluation of the school by the community would rise appreciably.

Your committee holds that no rural high-school curriculum is adequate to the community needs which does not offer courses in agriculture and home economics.

5. *Sex Instruction.* Many small high schools are reported to have met serious difficulties arising from the relations between the sexes. Your committee feels that a study should be made of the literature written on the subject of sex instruction and that materials suitable for pupils be placed in school libraries. If the investigation should show that there are now no books well adapted to meet this need, leaders in that field should be urged to collaborate with school men in the publication of this much needed information.

For years the problem of sex instruction has been under discussion. Your committee feels that the right kind of sex literature will make an appeal to young people and will present this delicate subject

much more effectively than could one teacher or principal out of a thousand.

6. *School Records and Reports.* The short periods of tenure of both principal and teachers in the smaller high schools emphasize the need for adequate school reports showing:

A. Enrollment, attendance, attainment of pupils in subject matter and intelligence tests, subjects pursued with grades attained, equipment, supplies, cost of instruction, and the like.

B. Curriculum outlines written in such detail as to present for each semester's work of each subject offered:

a. Objectives to be attained.
b. Content to be mastered.
c. Materials to be used.
d. Projects and supplementary materials.
e. Instructional methods employed.
f. Tests of attainment and evidences of pupil progress.

7. *Equipment.* It is the observation of your committee that the small high school is notably lacking in adequate materials for instruction such as science laboratory equipment, reference books and supplementary reading materials, maps, etc. Some schools report a four-year textbook course in science with no laboratory equipment. Others have practically no up-to-date reference books or maps.

It is the conviction of your committee that these evident inadequacies are due in a measure to the fact that high-school principals have not presented these needs of their schools in such a manner as will make it clear to school officials that the best interests of pupils demand adequate school equipment. Principals who see clearly such needs will not find it difficult to secure the support of university visitors and members of the state department of education in laying before board members claims for additional school equipment. School boards have a right to expect from principals a business-like presentation of the needs of the school in furthering the learning activities of pupils.

Conclusion. The foregoing items seem in a large measure to condition the success of the work done in rural high schools. If these problems seem to the members of the association to be vital and

to justify continued study, it will be the pleasure of this committee to make an intensive study of them with a view to the presentation of their findings at the next meeting of this association.

Submitted for the committee by

W. E. Switzer,
Principal of High School, Wabeno, Wisconsin,

P. M. Monro,
Principal of High School, Selma, Alabama.

F. C. Touton, *Chairman,*
Professor of Education, University of Southern California, Los Angeles, California.

It was moved by Mr. Avery W. Skinner, State Director of Examinations and Inspections, Division of Albany, New York, that, it be the sense of this Association that the Committee on Rural High Schools be increased to five, and that this enlarged committee be instructed to bring in a report one year hence. The motion prevailed.

At this juncture the President appointed the members of the following committes:

AUDITING COMMITTEE

Principal E. H. Kemper McComb, *Chairman,* Emmerich Manual Training High School, Indianapolis, Indiana.

Principal Edward Sauvain, Schenley High School, Pittsburgh, Pennsylvania.

Principal John R. Barnes, Lawrence Junior High School, Lawrence, Kansas.

COMMITTEE ON NOMINATIONS

Principal Clarence P. Quimby, *Chairman,* High School, South Manchester, Connecticut.

Principal B. C. Tighe, High School, Fargo, North Dakota.

Principal F. H. Pierce, Jordan High School, Lewiston, Maine.

Principal M. R. McDaniel, Oak Park and River Forest Township High School, Oak Park, Illinois.

Principal Francis A. Brick, Bayonne High School, Bayonne, New Jersey.

Principal H. L. Harrington, Jefferson Intermediate School, Detroit, Michigan.

Principal Otto F. Dubach, Central High School, Kansas City, Missouri.

Principal William Urban, High School, Sheboygan, Wisconsin.

Principal Arthur O. Jones, Woodward High School, Cincinnati, Ohio.

Principal Fred G. Stevenson, Saginaw High School, Saginaw, Michigan.

Professor Joseph Roemer, University of Florida, Gainesville, Florida.

COMMITTEE ON NECROLOGY

Principal B. F. Back, Senn High School, Chicago, Illinois.

THIRD SESSION

The third session was opened at 9:35 a. m. in the auditorium of Withrow High School on Tuesday, February 24, 1925. President L. W. Brooks presided. Professor Charles H. Judd, Director of the School of Education, University of Chicago, presented a paper entitled, *Current Problems of Administration in High Schools.*

CURRENT PROBLEMS OF ADMINISTRATION IN HIGH SCHOOLS

CHARLES H. JUDD,
DIRECTOR OF THE SCHOOL OF EDUCATION,
UNIVERSITY OF CHICAGO.

A short time ago I heard a speaker ask a group of high-school principals a question which seemed to me to express in a very significant way one of the typical administrative problems of the high school. The subject under discussion was the selection of textbooks. The question was as follows: How frequent and emphatic must be the objections to a textbook on the part of teachers or parents before the school will consider changing the book?

The moment a question of this sort is stated one recognizes the fact that in general we wait in matters of school administration until difficulties pile up to the point where we are literally compelled to take some kind of drastic action. When the difficulties have reached this stage, we organize a committee or create some other special agency to cope with the matter or we assume regal authority and by strenuous endeavor change the situation. We then promptly lapse once more into the complacent attitude of waiting for new difficulties to arise. The result of our common administrative attitude in educational institutions is that we are continually passing through a series of spasmodic reforms. There is in general an absence of composure and definiteness about the administration of educational institutions because these institutions are moving along in the grooves of tradition or are involved in strenuous reform. We do not in general look forward and anticipate and thus avoid the difficulties that are sure to arise to-morrow and next week.

This paper is written with a purpose of trying to make a case for a wholly different type of administration in the high schools. Stated

in idealistic terms, this paper advocates a careful preparation for administrative emergencies by the creation of systematic plans that will make ready well in advance for every problem which the principal and the teachers have to encounter.

If there is to be a redistribution of pupils within the high school late in the winter, preparation ought to be made for this adjustment some time in the autumn. If a textbook is to be dropped at the end of the year, consideration of the problems connected with this rearrangement ought to be taken up throughout the whole of the year so that there will be in time a deliberate substitution of a well-considered book for the one which is to be discarded. If scholarship records are to be criticised, the basis for this criticism ought to be laid well in advance. No student ought to be surprised at the end of the year to find that he is receiving a low grade in a course or in the year's work. There ought to be throughout the year a constant stream of information passing from the teachers with whom this student is working through the principal's office to the pupil and his parents, keeping him thoroughly posted as to his progress or lack of progress in school work. There ought not to be any spasms of discipline or any sudden revelations unanticipated because information has failed to accumulate during the preceding interval.

The lack of anticipation of administration problems which has been implied in the comments just made is due to the fact that the office of the principal in an ordinary high school is one of the best existing examples of lack of organization. The ordinary principal excuses the condition of his office and his administration by saying that he does not have adequate clerical assistance or that he is overrun with conferences with pupils or parents or that he is so absorbed in community duties outside of the school that he cannot give time and attention to the details of filing records and organizing his administration which he recognizes ought to receive his attention but for which he has no time or energy.

It is sometimes asserted that the school principal is less business-like than the ordinary man who has to deal with commercial and industrial enterprises. I shall make no effort to push this contrast, because I am sure that all of us have seen examples in the business world of both good and bad executive organization. There are some business offices which are prepared to meet all of the emergencies which arise because they collect information in advance and through

this information prepare to deal with the institution's problems. The executive officer in such a well conducted business organization is not hurried when dealing with any particular case because he has been wise enough to anticipate the emergency and has done the necessary preliminary work to make it possible for him to solve his problems now on adequate grounds.

On the other hand, there are business offices of exactly the opposite type where failure to keep records and lack of knowledge are the characteristic facts. Such a business office usually comes to grief in the course of time and unless conditions are especially prosperous in the country at large the business enterprise which is conducted from such an office usually fails of success.

Without attempting to characterize the education profession as more or less systematic than business men in general, it is certainly possible for us to draw a useful lesson from the examples both of well-organized and ill-organized business offices. Where there is system and arrangement and preparation, administration runs smoothly and successfully. Where these are absent, difficulties accumulate and the symptoms of unsuccess begin to appear.

Having established in general terms the contention that executive offices should be well organized and systematically conducted, the question for us is one of method of procedure. How shall the principal arrange his office so as to make it ready for all of the administrative duties which are to come up?

My first answer to this question is one which is, I think, especially appropriate at this meeting. Most of the problems of a particular high school can be solved intelligently only when the principal is informed on certain matters which are common to all high schools. One usually tries in any scientific study of education matters to secure comparative information. We always realize that it is not possible to conduct a perfect educational system. We cannot get students to be perfectly prepared in their subjects; nor can we secure teachers who are above all criticisms. We have to be satisfied in administration if we make progress that is comparatively satisfactory. It is always illuminating for teachers to know how well they are doing their work as compared with the work done in similar courses elsewhere with pupils of about the same grade. All of the problems of standardizing school work can be stated in such comparative terms.

We are interested to know how much Latin or how much rhetoric a student accumulates during an ordinary year of school work. Our patience or impatience with a particular student is very much more fully justified if we can say something definite about his comparative success or unsuccess in a given field.

When a principal wants comparative information, however, he finds that it is in most cases extraordinarily difficult to secure it. Other high schools keep their records in a form which makes it quite impossible to compare grades or achievements on the part of students without elaborate studies reducing all of these records to a common denominator. Why should not a group of intelligent high-school principals make preparation in advance for comparative studies by agreeing to reduce all of their records at the time they are being made in ordinary routine to a form which will make them readily comprehensible. Could a group of high-school principals organized into an association do anything that would be more helpful to its members than to establish various types of uniform records? These uniform records ought to deal not only with the activities of pupils but also with the other administrative problems such as the appointment and tenure of teachers, the character of the communities from which pupils come and the conditions which pupils encounter in their studies at home. In short, practically all of the large problems with which a high-school principal has to deal would be greatly illuminated by comparative material collected on a large scale by an association of high-school principals.

Let us follow in some detail one of the particular lines of information which could be advantageously collected. Professor Counts made an elaborate study of social characteristics of high-school pupils in different parts of the country. He found that the retention of the pupils is directly related to the character of the home surroundings of the pupils, to the attitudes of their parents and economic conditions of the family.

If an intelligent high-school principal could make a careful study of his freshman class each year and could prepare a series of records similar to those which have been made by Professor Counts the school would start in its dealings with these entering pupils with a very large amount of useful information regarding their probable continuance in school and their probable achievement in their studies. Not only so but from the beginning the school would be

able to concentrate its efforts either on those who are most likely to be permanent and consequently deserving of the type of attention which belongs to prospective leaders; or if the schools regard it as their duty to concentrate their efforts on those students who are most likely to drop out because the home conditions which surround them are relatively unfavorable the guiding facts will be available. In either case, whatever the policy of the school, administration will be determined by intelligent understanding of the character of pupil constituency.

The advantage of a continuous social study such as Professor Counts has initiated, if such a continuous study could be made a part of the regular administrative routine, would be that emergency cases would no longer be emergencies. The student who is working under adverse home conditions would be known from the first. On the other hand, there would be no waiting for the student who ought to be doing good work but is falling behind to get into a misdemeanor for which the penalty is drastic discipline. I am not, of course, contending that emergencies will always be avoided. They will arise wherever human relations exist, but I am saying that the high-school principal who is equipped with a body of social information about his pupils will be able to administer the individual cases when they come before him much more intelligently, if he can turn the scientific study which Professor Counts has made into ordinary routine. The secret of intelligent, scientific administration in any field is statable in exactly the terms which I have used. Scientific studies are remote and valueless just so long as the application of them to a particular situation is impeded by the fact that these studies are not turned into routine.

School administration has in the past failed for the most part to be scientific. This statement has been made in another form throughout this paper. No spasmodic and hurried administration is scientific. On the other hand, the existence of a scientific article on a given subject does not at all guarantee that the institution to which this scientific article relates has become scientific in its procedures. There must be a meeting of science and routine. There must be the establishment of a method of assimilating science into the ordinary daily doings of the institution.

The second suggestion which I wish to make with regard to methods of administration is not an appeal to the association as a

whole but rather to the individual principal to be active in collecting information on which to base his judgments on matters with which he must constantly deal.

A very illuminating investigation was made not long ago by Mr. French, the Superintendent of Schools of Drumrite, Oklahoma. He determined that he would find out by detailed observation whether the ordinary statements made about good and bad teachers are really valid. He proceeded in proper scientific fashion to determine through a series of comparative ratings made by himself and his supervisors who were the best teachers in his school system and who were the teachers less efficient in their classroom work. He then derived from the textbooks which tell teachers what they ought to do in the classroom a list of those procedures and qualities which the theorists say ought always to appear if there is to be efficient teaching. For example, it is said that a good teacher ought to make a careful and well prepared assignment of the next day's work. The problem of this superintendent was now clearly laid out. He went to the classrooms of the good teachers and asked himself specifically this question, "Is this teacher in the habit of making a careful assignment?" He pursued the same inquiry in the classrooms of those teachers who were not good. He found that this specific mode of procedure which is theoretically very desirable is not strikingly characteristic of good teachers. On the other hand, a great many mediocre teachers make strenuous efforts to comply with the advice that has been given them during their training and spend a great deal of time and effort on assignments.

The first effect of such an observation is sometimes discouraging. One is disposed to say the theories which are taught in the books on methods are all wrong since they are not followed systematically by the best teachers. I think the intelligent supervisor who has made such observations will, however, put an entirely different interpretation on his findings. He will recognize the fact that the activities of a teacher are complicated by a great many conditions which cannot be described in any single set of terms. The teacher who does not stop to make an assignment on a given day may have had a very good reason for departing from the theoretical practices which are known to be good. Teaching is a series of activities which cover more than a day and estimates of a teacher's effi-

ciency must be based on a broader foundation than observations of any one exercise or limited group of exercises.

Even if the outcome of such systematic observations as I have been describing were wholly negative, it would still be proper to urge them on principals as an important part of their duty. Systematic observation is the only safe basis on which to rest theory and general statements about methods. If each principal in the high schools of the United States would contribute his observations on such a matter as assignments, the next generation would have the right theory on this matter because the facts would then be adequate to justify a generalization.

Not only so but there would come out of extended observation a new discrimination which would ultimately lead to a recognition of the essential characteristics of a good teacher as distinguished from the superficial characteristics. Here again there is needed a broader basis than we now have before we can generalize with assurance. I am disposed to believe that the good teacher is always able to hold the attention of his or her pupils. I believe that the observing principal will find concentrated attention on the part of pupils more essential than any other observable fact about good teaching. I may be wrong. If so, systematic observation could easily settle the matter. I am not arguing for the acceptance of my view, I am arguing for systematic observation which will either verify or refute my supposition.

Such observation to be effective must be directed to perfectly specific issues. I think that most principals fail to recognize the fact that a little study each day of some definite problem of the sort which I have tried to outline will accumulate in the course of a year, and certainly in the course of several years, to the point where it will be a significant contribution to the science of education. Most people hesitate to undertake scientific investigations because they believe that it requires an indefinitely long period of time and the devotion of unremitting energy which they cannot afford to supply.

The lesson which my discussion aims to impress upon all administrative officers is that scientific material can be accumulated by persistent, steady efforts on the part of anyone who will raise a question and try to collect the evidence which answers this question. Fifteen minutes a day devoted to such problems as that which was

attacked by Superintendent French at Drumrite will ultimately give a body of information about administration which we do not have at the present time. Information is lacking simply because the workers in the field of administration are isolated and because the ordinary supervisory officer who is engaged in conducting schools will not take the few minutes necessary to accumulate from day to day this concrete evidence on which scientific conclusions ought to be based.

There will never be a profession of supervision unless routine and science are brought together. I am reversing the formula in this case from that which was discussed earlier. Science and routine must be brought together by taking the findings of science and applying them to administration. Conversely the routine collection of information is the necessary and fundamental basis for all science.

Educational science has progressed slowly in the past because the large body of practical school people who work from day to day in administering the affairs of educational institutions have never become interested in contributing the facts which a discriminating study of ordinary experience would yield.

What I have said about systematic observation leads to the next point which I should like to make with equal emphasis. Administration in the schools will have to learn to record what goes on. The present situation in the high school is in this matter of records little short of primitive. Principals and teachers migrate with such frequency that our high schools are constantly undergoing radical changes in their methods of work because no one knows what was done the year before. Courses of study are incoherent because the teacher of to-day is new and out of sympathy with the teacher of yesterday. The painful fact from the point of view of pupils is sometimes that they cannot migrate with their teachers. They must go on with the new and changed program. To be sure they are in a very proper sense records of the work done by the earlier teacher, but the record is not in a form to be readily seen and understood by the new teacher.

If courses are disjointed because teachers change, what shall we say of administration? Its most conspicuous characteristic in the great majority of schools is absolute discontinuity and revolution. If business establishments were conducted as schools are

with a turnover in managers and policy every few years or every few months, it would be the common judgment that something is radically wrong. I come back to the statement made a few paragraphs ago, administration will have to learn how to make records.

Let me take a simple case which I borrow from one of your number. Every principal ought to make a record of his contact with students. The principal to whom I refer has a card for each pupil in his school in his office. Some of these cards are blank. Some have several entries. The blank cards may be regarded as reminders of the desirability of initiating a conference with the student who has a right at some time in his career to a friendly talk with his principal. The cards with frequent entries furnish a sound basis for the administration of discipline. It requires only a minute to make a note on such a card; that note may make all the difference between intelligent and unintelligent handling of the pupil at some later date.

Note that I am not discussing here the kind of cumulative card which the school ought to keep for the purpose of recording a pupil's grades and achievements while he is going through the school; I am discussing cumulative administration cards.

The analogy which will perhaps help to make this point is the analogy of the procedure adopted by the modern physician as contrasted with the old-time practitioner. The family doctor of a generation ago relied very largely on his memory. When he was called in to attend one of the members of the family he remembered as accurately as possible the last time he saw the patient and something of the conditions then present. Does the modern doctor rely on his memory? Not at all. He has been taught in the medical school that intelligent handling of a patient over long stretches of time demands a written record and so he keeps a card on which there is a note corresponding to every visit.

Up to this point I have been discussing ways of systematizing administration. I want to turn somewhat abruptly to another phase of administration and for the purpose of explaining what I have in mind here I am going to venture to draw on my personal experience as a teacher of classes in which a great many high-school principals have at one time or another been registered. Let me make a bald statement without any of the appropriate qualifications. That state-

ment is that the great majority of high-school principals have not trained themselves in the writing of clear statements of policy. I mean to say that high-school principals as a group do their thinking in such short snatches and in such a categorical style that when they face the necessity of writing a formal report to their boards or their constituents or above all to their fellow administrators, they exhibit a painful lack of command of that most important of all instruments of administration, namely, the power of clear formulation of a report.

It is easy to see how principals excuse themselves when they discover that they are slow or clumsy in writing. They say they are too busy or they are opposed to promiscuous publicity. They even go so far as to attribute their lack to sheer modesty.

I am satisfied that no school can develop a successful policy and a sound attitude unless the leader of the school is capable, both of devising policies and giving them clear expression. It is typical of great public leaders that they can convince their associates and constituents by clear and forceful explanations of what they are aiming to do.

I am persuaded also that we shall never have a true profession in education until the practical workers in the field learn to report to one another what they are doing. The professional journals of law and medicine are filled with reports written by practitioners. I speak from some years of experience as an editor when I say that the articles on high schools which appear in our professional literature are very seldom produced by principals.

Because of the importance to clear writing as an instrument of appeal to the school's patrons and also because clear writing means the upbuilding of a profession, I feel justified in urging that such writing be made a part of the duties of the principal. I feel no hesitation in saying that in my judgment no man ought to be elevated to the position of head of a faculty if he cannot call that faculty together and tell its members in clear terms what are the issues confronting the school and what are the various policies from among which they must choose in solving these issues. I would go much further and say that the issues of the school must be formulated so as to stimulate the thinking of parents and pupils.

I have outlined activities enough, perhaps most of you may think, to consume somewhat more than the unoccupied portion of a school principal's day. I am quite willing to answer the objection to what I have been saying, which I assume has been growing in your thinking as I have added one demand after another to my list. Let me formulate my supposed objection. We cannot do all these things, keep records, observe class work and coöperate with a national association in getting comparative materials with which to interpret our own schools because our schools expect something totally different from us. They expect us to answer telephone calls, they expect us to have conferences, they expect us to take charge of the school supplies. My answer to this series of statements is, change all these expectations and demands by demonstrating that your position is a professional position, not one governed by the blind traditions of an unsystematic past.

It is just because administration has been what it has been that we have to preceed without collected and recorded professional grounds for our decisions. We do not really know whether large classes or too high specialization on the part of teachers are the chief menaces of good teaching. We do not know whether five hours a day of recitations or four are better suited to adolescent pupils. We do not really know how best to conduct a school in which the principle of election of courses is freely adopted. Until we have more observations collected by competent students of administration we shall have to depend on the best guessing that we can do. Just so long as our decisions are guesses we may look for periodic upheavals and the substitution of one guesser for another.

My plea, therefore, is at once for a solution of administrative problems and the adoption of a wholly new attitude toward administration. I would insist if I could that no school be without its calendar of coming decisions. I would insist that this calendar be full enough to anticipate at least sixty-six per cent of all the decisions that will have to be made in the course of each year. I would insist that the principal who cannot furnish sound observations on which to base half of the decisions which he had to make be dismissed. I would set up some kind of a training course for principals and above all I would ask all principals to prove that they know what they think by requiring that they tell somebody else clearly and in forceful English what their policies are and why.

It was moved by Principal G. W. Willett, Lyons Township High School, La Grange, Illinois, that a committee be appointed to determine some five or six matters of possible investigation on which the principals belonging to this organization may coöperate in securing such information as was suggested by Dr. C. H. Judd. Such committee to report at the next annual meeting. This motion carried.

Dr. F. C. Touton, Professor of Education, University of Southern California, Los Angeles, California, read the *Report of the Committee on College Relations.*

REPORT OF THE COMMITTEE ON COLLEGE RELATIONS

A brief survey of the history of secondary education in the United States reveals the fact that the coördination of the work of the secondary schools and higher institutions of learning has been a persistent one. The Latin grammar school, the academy, and lastly the public high school have, in turn, been made the preparatory schools for colleges and universities. The high point of control of the work of secondary schools by the higher institutions was attained during the last decade of the nineteenth century, growing out of the influence of the report of the Committee of Ten, in 1893.

During the last two decades there has developed among the men responsible for secondary education an appreciation of the larger service to be rendered by the high school. This vision has been accompanied by a spirit of independence that has made preparation for college only one of a number of functions of secondary schools. It is perhaps timely to point out the fact that the welfare of society demands that a scientific, coöperative study be made of the problems pertaining to the relation of the secondary schools to institutions of higher learning and that a coöperative program be projected and persistently followed to the end that both types of institutions may fulfill their obligations to society. Such a constructive program must be based on a common understanding of the problems involved and on sound educational principles.

The *modus operandi* of colleges and universities in determining the curricula of the secondary schools has been the system of accreditation of high schools in the Middle West and West and the college entrance examinations in the East. The accreditation of high schools

did, at one time, result in much good to both the high schools and the colleges. A comparison, however, of the early conditions with those that prevail to-day, leads to the conclusion that this mutual helpfulness under present methods of accreditation, is no longer possible.

Earlier Situation	*Present Situation*
1. A few high schools with a fixed curriculum.	1. Many high schools with varied curricula.
2. High-school population was a select group.	2. High-school population is a cosmopolitan group.
3. High-school graduates prepared for college.	3. High-school graduates enter many activities, with less than 30% entering higher institutions of collegiate grade.
4. The college attendance limited, an invitation extended to all high-school graduates.	4. Colleges and universities setting up standards to limit attendance and to select the more promising students.
5. Accreditation meant visitation and exchange of ideas.	5. Accreditation a routine procedure based on inadequate data.
6. Diploma from an accredited high school was a certificate of admission to college.	6. Diploma from an accredited high school no longer a certificate of admission to college.

The plan of accreditation of high schools has been complicated by the activities of numerous accrediting agencies. In one state the state university determines the status of the high schools of that state. In another, it is the state department of education, while in a third, some non-state organization exercises this function. In a few states two or more of the above agencies operate to the confusion of the secondary schools.

In the earlier days when the high schools were few in number and the problems of the university had not become so numerous and involved, it was possible for representatives of the high schools and university to spend considerable time in exchange of visits and consultation. Under present conditions the old method of accreditation no longer prevails and efforts are being made to find a more satisfactory basis. In some instances the school plant and equipment, number of teachers, number of pupils, are made the basis of accredi-

tation. In other instances accreditation is made on the basis of the record of the students attending the accrediting institutions, ignoring the fact that graduates of every large high school go to many different institutions for many different reasons.

With the marked increase in the student population in colleges and universities, many institutions have found it necessary to limit their attendance, and are attempting to find some standard that will admit only those who will succeed best in college work. In California a practice of recommending graduates of high schools for admission to colleges and universities on the basis of high-school record, has developed. The standard set is fifteen recommended units,—"recommended" being interpreted as the two highest points or grades in a four point scale.

A master's study made by Mr. Paul L. Edmondson, at the University of Southern California gives some interesting data on this point. His findings of the achievements of "recommended" groups and "not-fully-recommended" groups, students with only twelve recommended units and the principal's recommendation, and an acceptable rank in the Thorndike Entrance Examination, were as follows:

Contrasts of Freshman Groups at the University of Southern California

1. Thirty-nine and one-tenth per cent of the freshman women excelled the median score of the freshman men.

2. Thirty-seven and nine-tenths per cent of the not-fully-recommended freshmen excelled the median score of the fully-recommended freshmen.

3. Thirty-eight and three-tenths per cent of the not-fully-recommended freshman men excelled the median score of the fully-recommended freshman men.

4. Twenty-nine and three tenths per cent of the not-fully-recommended freshman women excelled the median score of the fully-recommended freshman women.

Chances of Receiving the Several Grades

1. Group contrasts on the basis of the chances of receiving the several grades were limited to men on account of the small number of not-fully-recommended women.

2. When the number of assigned grades afforded a reliable basis for contrast, it was found that the fully-recommended men had a slightly better chance of receiving "B" or higher grades than did the not-fully recommended men.

3. When the number of grades assigned afforded a reliable basis for contrast, it was found that the fully-recommended and the not-fully-recommended men had practically the same chance of receiving "C" or higher grades.

4. For receiving "D" grades in natural science, the fully-recommended and the not-fully-recommended men had about the same chance.

5. The "D" grades assigned in all subjects except natural science, and the "F" grades assigned in all subjects were too few to afford a reliable basis for contrasting the achievement of the two groups of men.

These results clearly show that high-school grades alone are not safe criteria for predicting success in college.

The desire to limit attendance and select the students admitted has caused one university to require a greater number of academic units (twelve) than has generally been required of high-school graduates for admission. Another master's study at the University of Southern California by Mr. Charles H. Nettels, gives some data on this point.

The Relation Between the Number of Non-Academic Units Used for Entrance and College Success at the University of Southern California, First Semester, 1923-24

(497 Cases Considered in Numbers and Percentages)

For the Boys' Group, 294 Cases

16 out of 76 who failed had more than 3 non-academic units....21%
29 out of 218 who passed had more than 3 non-academic units..13%
18 out of 154 who received grades of C or better had more than 3 non-academic units.....12%
2 out of 26 who received grades of B or better had more than 3 non-academic units..... 8%

Of those who had more than three non-academic units (45):
16 or 36% received an average grade of failure.

11 or 24% received an average grade of D.
16 or 36% received an average grade of C.
18 or 40% received an average grade of C or better.
2 or 4% received an average grade of B or better.

Of those who had three or less non-academic units (249):

60 or 24% received an average grade of failure.
48 or 19% received an average grade of D.
119 or 48% received an average grade of C.
141 or 57% received an average grade of C or better.
22 or 9% received an average grade of B or better.

Of those who had no non-academic units (93):

18 or 19% received an average grade of failure.
18 or 19% received an average grade of D.
50 or 54% received an average grade of C.
57 or 62% received an average grade of C or better.
7 or 8% received an average grade of B or better.

For the Girls' Group, 203 Cases

2 out of 18 who failed had more than 3 non-academic units....11%
23 out of 185 who passed had more than 3 non-academic units..12%
18 out of 149 who received grades of C or better had more than 3 non-academic units.....12%
2 out of 31 who received grades of B or better had more than 3 non-academic units..... 7%

Of those who had more than three non-academic units(25):

2 or 8% received an average grade of failure.
7 or 23% received an average grade of D.
14 or 56% received an average grade of C.
16 or 64% received an average grade of C or better.
2 or 8% received an average grade of B or better.

Of those who had three or less non-academic units (178):

16 or 9% received an average grade of failure.
25 or 14% received an average grade of D.
108 or 61% received an average grade of C.
137 or 77% received an average grade of C or better.
29 or 16% received an average grade of B or better.

Of those who had no non-academic units (81):

7 or 9% received an average grade of failure.
18 or 22% received an average grade of D.

38 or 47% received an average grade of C.
56 or 69% received an average grade of C or better.
18 or 22% received an average grade of B or better.

For the Total Group, 497 Cases

18 out of 94 who failed had more than 3 non-academic units....19%
52 out of 403 who passed had more than 3 non-academic units..13%
36 out of 303 who received grades of C or better had more than 3 non-academic units.....12%
4 out of 57 who received grades of C or better had more than 3 non-academic units..... 7%

Of those who had more than three non-academic units (70):
18 or 26% received an average grade of failure.
18 or 26% received an average grade of D.
30 or 43% received an average grade of C.
34 or 48% received an average grade of C or better.
4 or 5% received an average grade of B or better.

Of those who had three or less non-academic units (427):
78 or 18% received an average grade of failure.
73 or 17% received an average grade of D.
237 or 53% received an average grade of C.
276 or 65% received an average grade of C or better.
51 or 12% received an average grade of B or better.

Of those who had no non-academic units (174):
25 or 14% received an average grade of failure.
36 or 21% received an aevrage grade of D.
88 or 50% received an average grade of C.
113 or 64% received an average grade of C or better.
25 or 14% received an average grade of B or better.

SUMMARY OF PERCENTAGES

Average Grades Received	More than 3 Non-Academic Units			Three or less Academic Units			No Non-Academic Units		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
Failure	36	8	26	24	9	18	19	9	14
D	24	28	26	19	14	17	19	22	21
C	36	56	43	48	61	65	54	38	50
C and higher	40	64	48	57	76	65	62	60	64
B and higher	4	8	5	9	16	12	8	22	14

This study bears out the statement of Dr. B. D. Wood (See pp. 138-139 of *Measurement in Higher Education*), which is as follows:

"The assumptions underlying the policy of those college administrators who insist on formal secondary preparation checked up by the traditional content examinations seem untenable when stated overtly:

"(1) That a large amount of formal content is a necessary prerequisite to good college work according to present standards.

"(2) That the only acceptable way of acquiring this requisite content is through the formal attendance upon the sessions and the performance of the prescribed work of the secondary school.

"(3) That the only way to measure this requisite content is through the traditional content examinations, which remain rather rigid in spite of the so-called 'comprehensive' plan.

"We have evidence not only of ordinary good sense but of empirical results to show that a wide variety of formal content is not necessarily prerequisite to acceptable college work. We also know positively that the necessary general information and specific preparation requisites for college work can be gained by means other than secondary schools. We know, finally, that the traditional content examination is a reliable measure neither of content nor or 'power' or intelligence."

A number of other studies have been made bearing on this relation of standards of admission and success in college. Reference will be made to only one; that of Dr. Wood, whose findings were as follows (See pp. 85-86 *Measurement in Higher Education.*)

a. Those who were dismissed for poor scholarship had an intelligence score average of 68, contrasted with 81 for freshmen entering, and 88 for those surviving 2 years.

b. Correlations between two-year scholarship scores in Columbia College and scores in three different criteria for admission.

	r	N
Thorndike Intelligence Scores	.672	111
Regents' Examinations	.644	144
Secondary School Marks	.262	103

c. Correlations between first-year Scholarship scores and score in four different admission criteria.

Thorndike Intelligence Scores	59	199
Regents' Examinations	57	34
College Entrance Examination Board	.432	35
Secondary School Marks	.331	67

The above results show that content examinations give a somewhat better basis for predicting success in college than do high-school grades, but are less satisfactory than other measures now available.

The above observations and studies in education lead to the following conclusions and recommendations:

I. The organization and administration of secondary schools and institutions of higher learning, respectively, must be determined by their obligations to society as a whole, and not by any special interest, group or institution. While higher institutions must establish standards for admission, it is not their function to determine the work of the secondary schools any more than it is the function of the secondary schools to dictate what work is to be given in the universities in the training of teachers for high-school service.

II. The present practice of accreditation of secondary schools by colleges and universities as a basis for the admission of the graduates of high-schools to these institutions of higher learning is inadequate and unsatisfactory, and should be discontinued until a better method is found. Such accreditation as may be necessary for the maintenance of standards, distribution of funds, and administration of secondary schools of the state, should be made a function of the state department of education.

III. There should be organized in each state an association of secondary schools and colleges for the study of problems of common interest. Some of the activities of this organization should be:

1. To make an intensive study of the factors that contribute to continued attendance and to success in secondary schools.

2. To direct experimentation to determine the most effective use of the class or group period.

3. To make an intensive study of the provisions for individual differences:

a. Through organization and placement,
b. Through enriched curricula.

4. To make a study of the types of organization which provide the largest participation and leadership in group activities.

5. To make a study of the influence of vocational and avocational activities of high-school students on their achievements in high-school work.

6. To provide the means whereby every high-school student will be given an opportunity to take standardized intelligence and educational tests during the high-school course.

7. To promote the scientific use of the physical, psychological, and vocational data in the educational and vocational guidance of students entering their high-school career.

8. To determine through scientific use of the above data what factors contribute to success in the various activities of life including success in higher institutions of learning.

IV. Every high-school graduate, at the time of graduation, should be given a blue print or a white print record of his achievements and activities which may be used to determine his fitness to enter various life activities as well as his fitness to enter college. This record should include:

1. Attendance.
2. Academic achievements.
3. Extra-curriculum activities.
4. Physical measurement and activities.
5. Home obligations and vocational activities.
6. Scores in standardized intelligence and subject tests with median scores and per centile rank given.

Should the secondary schools and colleges of each state join in such a coöperative, constructive program, questions pertaining to the accreditation of secondary schools and college entrance requirements would be made incidental to real problems of educational merit. The men responsible for secondary education would have at their disposal the resources of the higher institutions and the counsel of

experts in the field of education. The colleges and universities, on the other hand, would be able to keep in touch with the real issues of life and be able to render a larger service to the state and society.

LESTER BURTON ROGERS, Chairman
R. T. HARGREAVES
D. F. JANTZEN
MICHAEL H. LUCEY

Principal H. B. Loomis, Hyde Park High School, Chicago, Illinois, moved to amend the motion to accept the report of the committee that the Association does not go on record as approving or disapproving the report and that the committee be continued. The amendment and amended motion prevailed.

FOURTH SESSION

The business session of the association was called to order at 2:30 p. m. in Music Room of Withrow High School, Tuesday, February 24, 1925, by President L. W. Brooks.

Principal B. F. Buck,
Senn High School, Chicago, Illinois, presented

THE REPORT OF THE COMMITTEE ON NECROLOGY.

B. Frank Brown, first president of this association, died in August, nineteen twenty-four. In speaking in memory of him we are reminded of his assistance in the organizing of the National Association of Secondary-School Principals. He called together in Chicago a number of men and women who were interested in secondary education and the problems of secondary education. This group met and took the first steps in formulating plans for this association. He was honored by being elected its first president, and at the first formal meeting of this group in Kansas City he was its presiding officer.

The life and work of B. Frank Brown have left a significant impression on the community with which he has been connected during the last twenty-five years. His standards of achievement as a scholar, as a teacher, as an administrator, and as a friend were high and his ideals worthy.

Mr. Brown was born in West Jefferson, Ohio, in 1866, and spent his early years in very much the same way as many other young men have done who have had definite ends in view and have been seriously impressed with the necessary steps to be taken to accomplish results. He realized early in life that courage and perservance were required to win success in any undertaking. His efforts at getting an education are evidence of the predominance of these qualities in his character. He graduated from the Macalester College, in St. Paul, Minnesota. He was alternately a student and teacher until he became a teacher of mathematics in the Central High School at Columbus, Ohio. While at this institution he pursued his studies at the Ohio State University and obtained a master's degree.

In 1899 he came to Chicago to teach in the Lake View High School. During that time he pursued his studies at the University of Chicago and almost completed his work for a doctor's degree. Since 1899 his main work and interests were in this city. He taught history and mathematics in 1899 to 1908; he was assistant-principal 1908 to 1912 and was principal from 1912 to 1924.

As a teacher Mr. Brown immediately won the respect and esteem of his pupils and fellow teachers. He was more than instructor; he was a big brother, a guide, and a friend of all. He was gentle, just, true, and loyal. His big heart was ever warm to the wayward as well as to the upright. His fairness, his patience, and his kindness always tempered justice.

His keen and penetrating mind aimed at truth and righteousness. A student himself of the facts of history and the problems of human life, he was able by the forcefulness and grace of his personality to vitalize what he taught. His work for youth was a labor of love; and by youth he was dearly loved. What a precious inspiration to those who were fortunate enough to come within the circle of his influence!

While Mr. Brown was assistant principal, he was moved by the same motives of coöperation and self-sacrifice which had characterized him as a teacher. He was keenly alive to the welfare of boys and girls and especially helpful and resourceful. Many of his ideas which developed later into reality had their inception during these years.

Mr. Brown's principalship covered a very important period in the development of the Lake View High School. One must know the aims and ideals of this school to understand fully his ability as an administrator. This institution has been from its beginning an outstanding example of usefulness and integrity, yet the problems which confronted its principal during these years developed in him his full measure of manhood. His wisdom, tact, forcefulness and vision enabled him to realize in a far greater degree the possibilities of his high school for character building and good citizenship in the community at large. Within and without its walls the spirit of his love and his masterful hand was evident; his work goes on today in the lives of his pupils and teachers. No one can build to him a more lasting memorial than he left in the hearts of those with

whom he worked. His spirit still lives in the minds of pupils and teachers who came under the influence of his charming and forceful personality.

As a friend, Mr. Brown measured up to a high standard. He knew how to participate in one's joys and sorrows, one's hopes and fears, with a sympathetic mind. By his counsels he helped to clarify our understanding and to bring our own thoughts more clearly into the light. He assisted us in fulfilling our desires. He was sympathetically sensitive; at times, he seemed almost secretive, but his heart spoke and was understood. His broad humanness showed through his professional duties and enlivened his social relationships. No finer tribute could be paid to any man than those which come from the host of friends he left behind. All unite in admiring his courage, his cheerfulness, his boundless unselfishness and his highly tempered sense of fair dealing. As citizens of the community in which he worked, and as members of this organization we have suffered a great loss in the passing of this good man and worthy educator. Our lives will be forever sweetened by the remembrance of his kind and gentle life.

Frank E. Thompson, A.B., '71; A.M. '75; Ed.D., '19. 1890, Headmaster, Rogers High School, 15 Champlin Street, Newport, Rhode Island. Frank E. Thompson died in the summer of 1923 shortly after completing his fifteenth year of service in Newport, R. I., and shortly after his appointment as Headmaster Emeritus of the Rogers High School. He had degrees of A.B., A.M. and Ed.D. He was a much respected and honored member of the community in which he lived and worked. His life was one of sincere devotion to the cause of education, and he left a lasting impression on those with whom he came in contact.

H. W. Blanchard, Headmaster, R. W. Traip Academy, Kittery, Maine. Mr. H. W. Blanchard, who passed away after an illness of some weeks in June, 1923, was Headmaster of the R. W. Traip Academy in Kittery, Maine. He was much beloved by all who knew him and took a firm stand for the cause of education. This association loses one of its valued members.

J. W. Langdon, Principal, Saginaw High School, Saginaw, Michigan. Died in the summer of 1924.

The Report of the Committee on National High-School Athletics was presented by PRINCIPAL L. W. SMITH, JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS.

REPORT OF THE COMMITTEE ON ATHLETICS OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Your Committee begs leave to submit the following report:

The first matter to engage the attention of your committee is the problem of interstate athletics. The phenominal growth of inter-scholastic athletics in the secondary schools in the last few years has created a national problem in their administration. This growth is a continuation of a situation which has arisen in the various states and which has been met by the states by the organization of strong state athletic associations. Following the analogy of the development of the state associations, this nation-wide problem can only be met by the development of a strong national organization to cope with it. The rise and rapid evolution of the NATIONAL FEDERATION OF STATE HIGH-SCHOOL ATHLETIC ASSOCIATIONS seems to indicate that it is the appropriate organization for this purpose, since it already has sixteen states incorporated into it and other states planning to enter it.

It has already formulated a far-reaching program and has achieved significant results. Some specific instances may be given as illustrations of the type of work about to be undertaken by it:

1. Representation of the high schools of the country in giving voice to the point of view of the high schools in making the rules for the various inter-scholastic sports.

2. The standardization of eligibility rules, in interstate, inter-scholastic contests.

3. The National Federation of State High-School Athletic Associations provides a medium of articulation with other amateur athletic organizations which have national scope.

It is therefore the recommendation of your committee that the National Association of Secondary-School Principals endorse the National Federation of State High-School Athletic Associations as

the recognized and proper agency for the administration of inter-scholastic athletics in their interstate and national phases.

The second subject which the committee believes to be worthy of your attention is the growing tendency to organize inter-scholastic athletic teams among girls. Inherent evils in inter-scholastic competition among girls demand its suppression. These evils are so patent that they do not require much discussion. The extremely strenuous physical and mental exertion and strain are a menace to girls in the high-school period. Furthermore, sooner or later, the spectacle of inter-scholastic contests among girls gives rise to undesirable and even morbid social influences among both boys and girls, and in the community life as well.

The committee, therefore, recommends that the National Association of Secondary-School Principals throw the weight of its influence against inter-scholastic athletics among girls and that wherever possible state athletic associations be induced to legislate against them.

The third matter which the committee wishes to bring to your attention is the growing evil of intersectional athletic contests and post-season games. They are both the outgrowth of an excessive desire to win championships. Intersectional contests are detrimental to the educational interests of boys in that they detract their attention from the real goals of school work and take them away from that work for extended periods of time. Post-season games distort the real aims of inter-scholastic athletics, over-emphasize championships and prolong unduly the stress of the athletic season concerned.

The Committee therefore recommends that the National Association of Secondary-School Principals throw the weight of its influence against inter-sectional athletic contests and post-season games and that its members do all they can to eliminate these evils in their respective states.

[Signed] C. W. Whitten, DeKalb, Illinois,
DeWitt Waller, Enid, Oklahoma,
O. W. Patterson, Tucson, Arizona,
L. W. Smith, Joliet, Illinois, *Chairman.*

This report was adopted recommendation by recommendation, and as a whole; and the committee was discharged.

Principal Edward Rynearson, Fifth Avenue High School, Pittsburgh, Pennsylvania, President of the National Honor Society, gave the following report:

REPORT OF THE PRESIDENT OF THE NATIONAL HONOR SOCIETY

Over eight thousand boys and girls of the high schools of the United States are wearing the emblem of the National Honor Society. Isn't this a fine showing of membership for practically two years of its existence? Boys and girls are already coming back from different colleges and reporting that they have made many friends with students wearing our emblem from all parts of the country.

Three hundred and twelve charters have been granted and about forty are pending. Ohio, with thirty-six chapters, is leading the country in number of chapters. Pennsylvania and Illinois are close seconds with twenty-nine chapters.

As you know, each school in making application for a chapter must submit a copy of the constitution which is approved by the National Council of the National Honor Society. You should know that nearly one-third of those making application, are required to change or modify the constitution so that it will conform to the constitution of the National Honor Society, which was framed by the National Association of Secondary-School Principals. The Council is doing its best to hold up the standards set by this organization for the National Honor Society.

Sometimes it is necessary to make suggestions and decisions that make the Council unpopular with certain schools. For example, one high school has admitted more than fifteen per cent of its graduating class to membership in the National Honor Society. The Council, at its meeting on Monday, suspended this school for one year and thereafter until the Council is assured that the principal and members of the faculty comply with the rules of the National Honor Society. The principal inflated the numbers in the graduating class by counting those who came to the Summer School for one or

two subjects to complete the college entrance requirements. In this way he had members of the class who had not been in his school for at least one year, nor did they receive their diplomas. The members of the Council feel that the penalty is not too severe. The principal should learn his lesson of obedience and honor.

Some of you have written about the formation of a junior honor society in your schools. While the Council does not feel that it wants to supervise these or keep the records it does want to be the medium of exchange of suggestions that may come from those school principals who are using or planning some method of creating an enthusiasm for scholarship and service, among the pupils in the lower classes. Please send me any suggestions you have and these will be made a basis of report to be submitted to this association next year.

There is also a desire that the members of the National Honor Society who go to colleges that have chapters of Phi Beta Kappa, may strive to merit election to Phi Beta Kappa and similar honor societies in institutions of higher learning.

The members of the Council invite suggestions from the members of this association. It is your organization. You are certainly proud of it. Do your part to make it better.

While members alone will not make a successful organization there should be a greater number of chapters that the usefulness of our organization may be increased. If you wish to emphasize scholarship, character, service, and leadership in your respective high schools, send a letter to our secretary, Mr. H. V. Church, Cicero, Illinois, and ask him to send you a pamphlet that will give you information about honor societies and how to establish a chapter in your high school. Many high-school principals believe that the honor society is one way of stressing four of the school virtues.

Respectfully submitted,
Edward Rynearson,
President.

The secretary reported the nomination of the following six men to fill the three vacancies on the National Council. These were voted upon by ballot:

BALLOT

VOTE FOR THREE

For member of National Council of the National Honor Society of Secondary Schools, for a term of three years.

☐ R. R. COOK, Principal, Roosevelt High School; Des Moines, Iowa.

☐ F. J. DU FRAIN, Principal, High School; Pontiac, Michigan.

☐ E. J. EATON, Principal, South High School; Youngstown, Ohio.

☐ JOHN RUSH POWELL, Principal, Soldan High School; St. Louis, Missouri.

☐ MERLE PRUNTY, Principal, Central High School; Tulsa, Oklahoma.

☐ L. W. SMITH, Principal, Joliet Township High School; Joliet, Illinois.

The returns of the tellers showed that Mr. Cook, Mr. Prunty, and Mr. Smith were elected.

Principal R. R. Cook, Roosevelt High School, Des Moines, Iowa, presented the Report of the *Committee on Standard Blanks.*

REPORT OF THE COMMITTEE ON STANDARD BLANKS

It is the opinion of this committee that it is not as necessary to standardize the blanks used in the internal management of our schools as it is to standardize our procedure in order to gain greater efficiency and to make use of the best practice that has been worked out by our members.

As a result of this opinion, it has been the plan of this committee to collect from a large number of schools in different parts of the country samples of the printed forms used in those shcools, in order to accumulate a body of practices upon which might later be developed some standard procedure. These blanks have been assembled, classified into groups according to their uses, and placed on display for your inspection. The large number of different

kinds and forms which you will find in this collection is a striking illustration of the lack of uniformity—yes, even of similarity in ideas and practices. Out of our inspection of the mass of materials collected, certain strong tendencies in administrative procedure were noted as well as certain omissions. This, the committee wishes to make the basis of this report.

Permanent Records

On the permanent record blanks in use in various high schools, there begins to appear, in addition to the scholarship reports, a record of the pupil's character, personality, and citizenship rating which we feel is a most valuable addition to the permanent record of the school. There is, however, a need for a more objective method of rating pupils on these characteristics, and a more efficient method of collecting the data. We feel that it is as valuable to have data concerning the pupil's personality and his achievement in the realm of school live on record and transmitted to other schools in the case of his transfer as it is to have data concerning his scholarship. Some few schools are beginning to keep a permanent record of the pupil's participation in the extra-curriculum activities as well as the honors which the pupil receives during his high-school career. This blank should also contain the records of any tests of mental ability which may be given. There should also be kept on the scholarship section of this record blank, data showing the semester in which the subject was taken, the number of weeks the pupil was in the class, the number of periods per week which the class met, the grade, the amount of credit given, and the name of the teacher under whom the work was taken. This latter piece of information is valuable in case a question arises which makes it necessary to refer to the teacher's class record.

In another file should be kept class lists with the same data which is included on the pupil's personal record card, plus the outline of the work covered by that class, and the name of the text or texts used.

Attendance

The blanks used in dealing with absence and tardiness show two general types of organization. In one case, the reports of absence, records of absence and tardiness and the issuing of ad-

mittance slips to class upon return to school are all handled by the session-room or home-room teacher who acts as the personal adviser of the puipl. In the second group, this machinery is all taken care of in the principal's office. The relative merits of the two types of procedure evidently vary with the size of the school, the latter type being impracticable in larger schools, although contributing to greater uniformity to the standard if the size of the school permits it to be used.

Many schools are finding that daily reports of absence to the parents, either by telephone or by mail, are a most valuable device for discouraging truancy. A special blank for listing telephone calls and special blanks for mailing reports to those parents who cannot be called by telephone are made a part of this collection.

Guidance and Enrollment

This committee has noticed a great scarcity of blanks used for the collection of data and the organization of program material which seems to contribute to a well organized scheme of program guidance. We feel that this phase of high-school procedure is deserving of more study and emphasis. We recommend that the following procedure should be followed as contributing most to the intelligent selection of a pupil's program by the teacher and his adviser.

1. Reports should be transmitted from the elementary school from which a pupil comes, giving the opinion of the elementary-school teacher regarding the pupil's aptitudes, likes, dislikes, and general ability, as demonstrated during his elementary or junior high-school years.

2. Information should be secured concerning the social and economic background of the pupil's life outside of school.

3. Information should be secured regarding the pupil's ambitions, and the parents' ambitions for him, as well as the financial ability of the parents to help realize these ambitions.

4. There should be a record of ability tests which may have been administered.

5. The pupil's vocational intention should be noted.

6. It should be determined whether the pupil intends to graduate or whether he plans to drop out of school before graduation.

7. Does the pupil intend to enter college? If so, where?

8. A list of the entrance requirements of the college or group of colleges from which his choice is likely to be made, should be recorded.

9. A list of the requirements for graduation from the local school should be noted.

With all of this data in mind, the pupil should work out, with the assistance of his home-room teacher or adviser, a complete plan of work for the three or four years of his senior high-school course. This plan should include an arrangement of the subjects by semesters, with the proper subjects placed at the proper time, and also arranged by groups, in order to make sure that the pupil is meeting the requirements for college entrance as well as those for local graduation.

Such a plan sheet in the files of the pupil's adviser can be checked from semester to semester as the pupil enrolls for new work, showing by a certain kind of check those subjects which he has completed as well as those in which he is at present enrolled, or subjects in which he has failed and subjects which he is now repeating for the second time. This will enable the adviser to tell at a glance how much of the plan has been completed and how much remains to be covered.

This plan sheet, when complete, should be signed by the pupil (in order that he will take it more seriously), by the home-room adviser, should then be checked in the office in order that the principal or vice-principal may have an opportunity to offer suggestions in the light of his acquaintance with the pupil, and should then be taken home for criticisms and suggestions and final approval of the parents. After this has been done, the pupil should be required to follow the plan that has been worked out, unless there is good reason for changing it later. Such changes, if made, should meet the approval of the same persons who approved of the original plan.

The chief values of such a scheme would be: first, an intelligent selection of subjects with a view to some coordinative plan; and, second, the pupil, under this scheme, will be working by a definite plan which was made with a definite objective in mind. He may

change his plan before it is complete, but he will have formed a valuable habit of working by a plan and not by the "hand-to-mouth" method which is so common where the pupil is allowed to select his electives by whim. Such whims are often influenced by a pupil's chums or by his likes or dislikes for certain teachers.

Such a plan of guidance makes it necessary that there be placed in the hand of the pupils' adviser and parents, certain well organized information regarding the requirements for graduation, nature and purpose of all elective subjects, and suggestive programs for pupils whose vocational or educational plans are rather definitely made.

Many schools have worked out systems for obtaining the selections of subjects sometime in advance of the opening of a semester so that pupils' program cards and class enrollment cards may be prepared and everything in readiness for the opening of school on the first day of the semester. It is now considered an indication of poor management for a principal to waste several days during the first week of the semester in enrolling pupils. A system of assignment cards, program cards, personal information cards, and class enrollment tickets, makes it possible to determine, with a fair degree of accuracy, sometime in advance of the opening of the semester, the number of classes that will be necessary to accommodate all persons who wish to elect any given subject, and to work out conflicts in individual programs, and to arrange for the balancing of over-crowded classes before the opening day of the semester.

Reports on Discipline and Unsatisfactory Work

In many schools, cases of minor discipline infractions as well as poor scholarship are being handled by the home-room teacher or personal adviser rather than in the principal's office, only the more serious cases being referred to the office. In all such cases which originate in the classroom, the committee recommends that a written report of the case be sent to the home-room teacher, another filed in the office, and a third one sent to the parents, thus each person concerned in the management of the pupil is furnished the necessary data for handling the case when it comes through his hands. We cannot be over-emphasize the value of keeping a record of all conferences of a serious nature that may be held with the pupil or with his parents or other interested parties. A few schools have card forms on which the classroom teacher, the home-room teacher, or the prin-

cipal may keep memoranda of such interviews. This memorandum to make note of the time, place, and nature of the conference, and the agreement arrived at. Such a record is bound to impress the pupil with the seriousness of the interview, since he is made to feel that it is of enough importance to be made a matter of record, but more important still, to furnish valuable data for latter interviews which may be held with the pupil or with his parents, or teachers. Such record should be brief, yet complete enough to be serviceable, and should be so kept that they will be cumulative. These will furnish valuable information for new principals or new home-room teachers who may have to deal with the pupil at a later time.

Miscellaneous

A considerable number of the blanks collected by this committee are used for the purposes of a miscellaneous nature which indicates the constantly increasing variety of activities which are entering into our school life. We will merely mention some of the outstanding forms in this collection:

Health Program: Physical examination; dental examination; record of corrective gymnasium work prescribed, with space for later examinations and transfers to other sections; nurse's reports.

Records of organization meetings and the participation in the same by pupils: Record of the athletic life of pupils including the accomplishments in various fields of athletics as well as amount of time devoted.

Record of the distribution of time of a pupil in extra-curriculum activities.

Cards for occupational data and employment records.

Teacher's daily plan sheet, including space for the ordering and preparation of materials in such departments as home economics or manual training.

Complete sets of blanks for accounting systems for lunchrooms, school paper, athletic associations, etc.

Pass slips for pupils passing from one part of the building to another during school hours, with space for the time of passing and the acknowledgment of the receipt of such slips by the teacher receiving them.

Records of cases referred to the visiting teacher with space for the reports of those present.

Visitor's introduction card used for introducing visitors to the classroom teacher whose classes they may desire to visit.

Honor certificates and special cards of commendation of high scholarship.

Accumulative record of English readings.

Blanks for enrollment and reports on work done in Bible study and music, outside of school.

Record of the teacher's load in form of supervisor of extra-curriculum activities as well as classroom work.

It is the recommendation of this committee that the uniform blank for the transfer of scholarship records which was adopted by this Association two or three years ago, should be revised to provide space for a report on personal characteristics of the pupil and his accomplishments in school activities as well as in scholarship. We feel that this information should be almost as valuable to the principal of the school to which the pupil made transfer, as the record of scholarship would be. We furthermore recommend that machinery be provided for further study of the whole advinistrative procedure of our high-school system, with a view to developing greater efficiency, and that recommendations be brought in by this committee, looking toward the development of certain standards in procedure. The desire for standard blanks in these fields should come as a natural outgrowth of the standardization of the procedure.

Respectfully submitted,

(Miss) Frances D. Radford,
Ray Bracewell,
H. E. Pratt,
R. R. Cook, *Chairman.*

The report of this committee was adopted and the committee was discharged.

Principal Claude P. Briggs, Senior High School, Lakewood, Ohio, presented the Report of Committee on Joining the National Education Association.

REPORT OF THE COMMITTEE APPOINTED TO CONSIDER THE ADVISABILITY OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS MERGING ITSELF WITH THE NATIONAL EDUCATION ASSOCIATION AS A DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

At the Cleveland meeting of the National Association of Secondary School Principals in 1923, Dr. W. B. Owen, President of the National Education Association for that year, presented a proposition to this Association. A committee was appointed by President Edward Rynearson to consider the advisability of accepting said proposal.

Your committee, composed of your Secretary, H. V. Church, Jesse B. Davis, B. F. Brown, now deceased, L. W. Smith, and your chairman, reported at the meeting in '23 to this effect: "That inasmuch as so much was involved in the proposal and inasmuch as the time was too short for careful consideration of all that is involved in this step, more time be given for this report." This was granted and the committee continued.

Your chairman asked L. W. Smith and M. R. McDaniel as a committee to interview Mr. Owen and also the Field Secretary of the National Education Association, Mr. J. O. Engleman, and the National Council of the N. E. A. with a view to finding out the basis on which our Association might become a part of the National Education Association and thus become a Department of Secondary School-Principals on the same basis as the Department of Superintendents and the Department of Elementary-School Principals. This sub-committee, with Mr. Smith directing the work, spent a whole day with the National Council last year in trying to get a basis for joining which would be satisfactory to our organization as well as to the National Education Association. Mr. Smith presented the report. You, who remained to the end of the last session, will recall that this matter came up Thursday afternoon near the close of the last session of our annual meeting. There were only a few of the faithful still at the meeting. After a heated discussion in which we did not seem to be arriving anywhere, it seemed wise to defer the consideration of this whole question until 1925. It was

decided to have this report placed on the calender of business so that it would receive the consideration of the entire Association.

Your committee, after two years of careful consideration, has the following report to make: We believe that every teacher, principal, superintendent, and administrator of schools should be proud of our great National Education Association which has for its purpose the promotion of education in the United States. I am sure that the secondary-school principals of the United States are proud of what this great organization of school people has meant to the teaching force of the country. Your committee believes that our organization has profited materially as a result of the work of this great fraternal organization of teachers. It has meant a great deal to all of us in the way of keeping up and magnifying the dignity of the teaching profession. The studies that the National Education Association made at a time when the teaching profession was at a low ebb has done much to magnify and exalt our work. The study that was made on teachers' salaries alone has been of invaluable service to our organization. We feel that we cannot be unmindful of this, and ought to do everything that we can to help continue the fine service which the National Education Association has rendered to our profession.

To sum up the whole matter, if the Association of Secondary-School Principals does become a department of Secondary-School Principals in the National Education Association, it should be, as follows:

FIRST. That the name be: The National Association of Secondary-School Principals—A Department of the National Education Association.

SECOND. That our funds be in sole charge of the National Association of Secondary-School Principals, and that the same may be audited by the proper officers of the N. E. A.

THIRD. That our publications be left in charge of the National Association of Secondary-School Principals.

FOURTH. That we give assurance to the N. E. A. that the National Association of Secondary-School Principals will do all it can to increase the membership in the N. E. A., but that this Association will not be responsible for collecting N. E. A. dues from its members.

This is submitted for your consideration and your committee asks to be discharged of its responsibility.

Respectfully submitted,
L. W. Smith,
Jesse B. Davis,
H. V. Church,
C. P. Briggs, *Chairman.*

After full discussion the report of the committee was accepted and the committee was discharged.

On motion of Mr. Briggs, the amendments proposed by Mr. Loomis at the meeting of 1924 were tabled.

Owing to the many and diverse conceptions of vocational and educational guidance, the recently revised statement of the Principles of Vocational Guidance was distributed at the annual convention of the National Association of Vocational Guidance held in Cincinnati, February 19 to 21, 1925. Upon request of Edward Rynearson, President of the National Vocational Guidance Association, permission was granted to have the statement published in the Ninth Yearbook.

THE PRINCIPLES OF VOCATIONAL GUIDANCE

The principles of guidance as herein presented are treated from the standpoint of the teacher, school administrator, vocational counselor, parent, social, civic, and religious worker, and personnel worker in employment. Upon these workers, according to their opportunity, must rest the responsibility of vocational guidance.

I. A Definition of Terms

1. The term "vocational" comprises all gainful occupations, as listed in the United States census of occupations, and homemaking.

2. Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it.

3. Educational guidance is the aid furnished individuals in making such decisions as choice of studies, choice of curriculums, and the choice of schools.

II. The Need for Vocational Guidance

1. In this country fully 50 per cent of our children leave school by the end of the sixth grade; 25 per cent more by the end of the grammar school; and over one-half of those who enter the high school leave before graduation. Vocational guidance, then, is needed to keep a larger number of children profitably in school and to facilitate their leaving under conditions favorable for worthwhile employment.

2. Within about forty years' time the population of our country has doubled, the number of our racial elements has greatly increased, and our cities have become overcrowded. Within the same time our occupations have greatly increased in number, technicality, complexity, and specialization. Within the same time the typical American family has become less capable than formerly to give vocational direction to its children; the public school has had difficulty in keeping pace with the changed needs of our cosmopolitan population; and society at large has failed to understand and assume responsibility for the vocational choices of our young people. Organized vocational guidance must be provided to meet the new needs of our modern world.

3. Education is provided to enable pupils to become useful members of society. Vocational guidance will prepare them to make more wisely the important decisions which they are called upon to make throughout life. Therefore the service of vocational guidance should be provided for in the curriculums of the public schools.

4. Since work occupies one-half the waking time of active individuals and presents complex difficulties which can be solved only through the extension of education, careful study should be given to all the problems involved in vocational life.

5. Modern life demands as never before right contacts and cooperation. Vocational guidance of some sort is inevitable. No one can avoid the need for making occupational decisions. Adequate guidance should be provided under supervision to offset the unwise and false guidance of untrustworthy advertisements, suggestion, selfishness, ignorance, and other prejudiced or unscientific sources.

III. The Aims of Vocational Guidance

The purposes of vocational guidance are:

1. To assist individuals in choosing, preparing for, entering upon, and making progress in occupations.

2. To give a knowledge of the common occupations and of the problems of the occupational world, so that pupils may be prepared for vocational as well as political citizenship.

3. To help the worker to understand his relationships to workers in his own and other occupations and to society as a whole.

4. To secure better coöperation between the school on the one hand and the various industrial, commercial, and professional pursuits on the other hand.

5. To help adapt the schools to the needs of the pupils and the community, and to make sure that each pupil obtains the equality of opportunity which it is the duty of the public schools to provide.

IV. The Content of Vocational Guidance

1. Drifting through school is a common evil in all educational systems, as in life itself. The vocational motive, whether temporary or permanent, should be encouraged as one of the motives in the securing of useful experiences and in the choice of a curriculum.

2. The home and school programs should include a combination of play, handwork, coöperative activity, and academic work, the whole being varied enough to represent life's demands, and concrete enough to secure an effective response and successful accomplishment by each individual child. For all children before the close of the compulsory school period there should be provided a wide variety of try-out experimences in academic and aesthetic work, gardening, simple processes with tools and machines, elementary commercial experiences, and coöperative activities. Such try-out experiences are for the purpose of teaching efficiency in everyday tasks, broadening the social and occupational outlook of the children, and discovering to them and the teachers their interests and abilities.

3. Children in school should be dealt with on the basis of individual differences revealed in the social life of the child, progress in school subjects, and in standard tests.

4. Teachers of all subjects in schools and colleges should make a definite effort to show the relation of their work to occupational life just as they now relate these studies to other phases of life activity, such as the cultural, recreational, ethical, civic, and social.

5. The miscellaneous working experiences of school children should be made to aid the child in understanding his environment and in discovering his vocational aptitudes and interests.

6. All forms of part-time education, such as the continuation school, and coöperative courses, and trade extension and trade preparatory courses, should be provided, in order that school and work may be brought into closer coöperation and that there may be more careful supervision of the child in employment.

V. Methods in Vocational Counseling

1. Studying the Individual

(*a*) Counselors should interview individuals at regular intervals, particularly at such critical times as one year before the school-leaving age, promotion from one school to another, change of course, leaving school, and when meeting the problems connected with work. Such counseling should include studies by case-work methods of the social life of each child and conferences with parents whenever practicable, in order to obtain knowledge of the child's environment, interest, behavior, and personal data regarding his problems. This counsel should be a regular responsibility of the school. For the solution of difficult cases all the facilities of the regular case work method should be available.

(*b*) Special attention should be paid, by the school or by suitable agencies or individuals, to adults whose guidance has been neglected, and to handicapped persons.

(*c*) Counselors should study the educational offerings of the community through its schools, museums, art galleries, libraries, etc., in order to enable children and adults to use these opportunities in preparation for a vocation or for further school or college training.

(*d*) Whenever tests of general intelligence are used this should be done with the greatest care. No important decisions should be made on the basis of a group test alone; special classifications and assignment of special curriculums should be made only after an individual examination by a carefully trained and experienced psychologist. Whenever time and facilities permit, tests of occupational skill and knowledge should also be used.

(*e*) Cumulative records should be kept for individuals. These should include academic records, social conditions, physical and mental records, and the results of counseling.

2. Teaching the Occupations

(*a*) The study of the common and local occupations, vocational opportunities, and the problems of the occupational world, should be carried on before the end of the compulsory school age. Such study should be provided, in organized classes, for all students in junior high and high schools. It should give the pupil an acquaintance with the entire field of occupations, and a method of studying occupations wherewith he can meet future vocational problems. In addition the study of occupations should be offered in continuation schools, evening schools for adults, and colleges.

(*b*) Teachers of classes in occupations, counselors, or investigators should be given time to study occupational needs and opportunities.

3. Aiding in the Choice of a Vocation

(*a*) The choice of a vocation should not be made too early or too hurriedly and should be made only after the study of occupations and try-out experiences. It should be an educational process by progressive elimination. Provision should be made for reconsideration and re-choice. Care should be taken that the choice be made by the individual himself.

(*b*) Vocational guidance should discourage and supplant any attempt to choose occupations by means of phrenology, physiognomy, or other unscientific hypotheses.

(*c*) Alluring short cuts to fortune, as represented by current advertisements, should be investigated, condemned, and supplanted by trustworthy information and frank discussion.

(*d*) Occupations should be chosen with service to society as the basic consideration, and with personal satisfaction and remuneration as next in consideration.

4. Guidance in Relation to Vocational Education

(*a*) Vocational guidance must be provided before, during, and after courses in vocational education if these courses are to be truly effective. Students in vocational courses should be

enrolled only after careful selection on the basis of fitness and well-considered choice.

(*b*) In order that the aims of vocational guidance may be secured those in charge of vocational education should include a study of the common occupations and their problems in any plan of vocational education.

(*c*) In accordance with the best practice among those in charge of vocational education, plans should be adopted by which vocational education and education for citizenship may be continued in factories, shops, and stores, enabling workers to understand the problems of work and to make progress toward a better organization of working life and a better standard of living.

(*d*) It is desirable that in connection with vocational education, opportunities be provided for experiences in the vocation under occupational conditions. There should be vocational guidance in connection with the assignment to, and the procedure within, such occupational experiences.

(*e*) Adult education, both vocational and general, should be provided through a variety of short-unit courses in day and evening schools.

5. *Retaining the Student in School.*

(*a*) Since investigations have shown that economic necessity is only a minor cause for leaving school at the end of the compulsory school age, those interested in vocational guidance should always insist that the school itself enter into a campaign to hold pupils by offering a more varied program suited to the individual needs of the students.

(*b*) Between the compulsory school age and the time for full participation in industry, there should be substantial compulsory part-time schooling in the daytime.

(*c*) Means should be found, through either public or private funds, to provide scholarships when needed to keep pupils in school, or for continuing schooling on a part-time arrangement.

6. *Guidance in Relation to Employment.*

(*a*) The choice of a position or a vocation should take into consideration the physical condition and mental attainment of the young person and the future offered by the occupation.

(*b*) Placement should come only after a careful and persistent effort has been made to keep the pupil in school, and whenever possible it should be in part-time work for a substantial period.

(*c*) Placement and employment supervision should be accompanied by advice regarding opportunity for supplementary study and promotion. Placement should always be regarded as but one of the later steps in a complete program of vocational guidance.

(*d*) Vocational guidance workers should coöperate with personnel managers, labor organizations, employers' associations, cooperative societies, government officials, social and civic organizations, and others interested in problems of work.

(*e*) School systems should undertake follow-up work and employment supervision, to extend throughout the time of the minority of the child and to be exercised in coöperation with the above-mentioned agencies. For several years after leaving school students should be encouraged to keep in touch with the vocational counselors of the school system to which they formerly belonged.

(*f*) Non-commercial and public employment agencies for persons under 21 years of age should be conducted jointly with the local educational authorities and in the closest possible relation with the public schools. For the purposes of standardization and coördination, private non-commercial agencies for aiding persons to secure employment, or to transfer them to more suitable positions, should be under public supervision or control. Commercial employment bureaus, even under a licensing system, should be supplanted as rapidly as possible by public employment systems.

VI. The Organization and Administration of Vocational Guidance

1. The organization required for vocational guidance will depend in large measure upon the size of the community which it serves and upon the existence of other organizations capable of rendering supplementary services. A small organization, or even a single individual, can handle the work in a small place, but large cities will require fully equipped bureaus for vocational guidance.

2. The central agency should receive advice and assistance from an advisory council, from special research committees, and from counselors.

3. The advisory council should be composed of interested individuals or of representatives of organizations whose activities relate them to the work of vocational guidance. It should advise in planning the vocational guidance activities adapted to the community and should be helpful in enlisting the coöperation needed when gathering information or when making placements.

4. Research, by persons qualified by experience and training, should be carried on to give assistance in solving such special problems as those connected with the guidance and protection of mentally or physically handicapped children, with aiding foreigners to adjust themselves to American conditions, with the promotion of the health of women workers, and with the gathering of information needed for legislation.

5. Vocational counselors are needed in schools or other institutions whenever there are persons whose satisfactory guidance requires many individual conferences.

6. Since vocational guidance must concern itself chiefly with young persons found in the public schools, and since this activity is related closely to the general economic welfare of the community, it is advisable that the agency undertaking this work should be a part of, or closely affiliated with, the publicly supported educational system. This will promote the coördination of vocational guidance activities with the work of attendance and certification officers, and of persons giving physical and mental tests, and of persons engaged in developing means for supplying school children with vocational information and education.

7. The intelligent interest and coöperation of all teachers should be secured, by means of teachers' meetings, reading circles, and institutes.

VII. The Equipment and Training of Vocational Counselors

1. Since the service of vocational guidance is of such growing importance and of such a peculiar nature, it is evident that it should be given only by persons having the necessary personal qualities and special experience and training.

2. The personal qualities of the vocational counselor should include human sympathy, interest in and understanding of young people and their problems, tact, patience, the spirit of service, and research ability.

3. The counselor should have a good general education, including the study of economics, sociology, industry, psychology, and education.

4. The counselor should have experience in various forms of social endeavor, such as public school teaching, social work, and personnel work in industrial and commercial establishments.

5. The counselor should have special training for the work in a formal course or courses in vocational guidance of a college or university grade. These courses should be organized under such major topics as the following: The Principles of Vocational Guidance; Vocational Counseling; Organization for Vocational Guidance; Occupational Information, Research, and the Survey; The Conduct of Life-Career Classes; Psychology applied to Vocational Guidance; Special Problems in Vocational Guidance.

VIII. Conclusions

1. It is necessary to have a clear understanding of the terms used in vocational guidance both to save confusion in the minds of those who are interested, and to aid in establishing standards.

2. The need for vocational guidance is self-evident when we consider the rapid growth and changes in population in our country, the changes in the employments, and the great social waste that results from unguided personal ability.

3. The major purpose of vocational guidance is to help the individual. It also aims to modify the school and occupational procedure, and to improve relations between the school and the community, so as to further the major purpose.

4. The content of vocational guidance should be such as to reveal to the young person his own capabilities and the nature of the world of work, and to enable him to make the proper correlation for happy and useful living.

5. The chief means used in vocational guidance should be the careful study of the individual and the presentation to him of the varied opportunities and responsibilities of his future life, together with the constant use of an adequate system of records.

6. The size and character of the agency for vocational guidance will depend upon the size and character of the community or organization which it is to serve. Aside from the official organization of the vocational guidance department, coöperation with civic, business, social, and religious agencies is absolutely essential.

7. Experience has shown that adequate preparation of counselors is of vital importance.

IX. The Outlook in the Field of Vocational Guidance

1. The outlook in the field of vocational guidance is based upon the past development of the movement, the present widespread interest in it, and the continually increasing provision for its support.

2. Bureaus of vocational guidance, research, and placement have been established in many communities.

3. Public school systems have in many places adopted more or less formal systems of vocational guidance.

4. Schools and colleges have extended the work of deans, vice-principals, and faculty advisers to include vocational guidance activities.

5. Social, civic, and welfare organizations have added some measure of vocational guidance service to their activities.

6. The National Vocational Guidance Association and the local associations are now more active than ever, and their growth is indicative of the steady progress of the movement.

7. The program of the public school is being modified gradually to meet the vocational guidance needs of young people.

8. Those responsible for vocational education are coming more fully to recognize and profit by vocational guidance.

9. Improved methods of child study and testing offer great promise for better guidance service.

10. The establishment of classes in occupations in the schools, in continually increasing number, indicates the great advance of vocational guidance in this field.

11. The establishment of training courses in vocational guidance, in colleges and universities is evidence of the growing demand for trained counselors and workers.

12. It is being more and more widely recognized that not only should there be specially trained vocational counselors, but that all teachers and other workers for young people should have vocational guidance training as a part of their equipment.

13. Increased interest in vocational guidance is shown in foreign countries, in part at least as a means of aiding in recovery from the conditions following the World War.

14. In all of the evidences here presented, vocational guidance appears in the educational world as a most vital and far-reaching service.

On motion the association adjourned.

FIFTH SESSION

At 6:15 p.m. two hundred seven members sat down to a banquet in the cafeteria of Withrow High School. The president, L. W. Brooks, presided. Professor Elbert K. Fretwell, Teachers College, Columbia University, led in the singing. Professor Jesse B. Davis, Boston University, presented the proposition below:

AGREEMENT OF THE UNITED STATES BUREAU OF EDUCATION WITH VARIOUS ORGANIZATIONS INTERESTED IN RESEARCH IN SECONDARY EDUCATION

(Program outlined by the committee on coöperative research appointed by the Southern Association of Colleges and Secondary Schools in collaboration with representatives of the U. S. Bureau of Education.)

I. It is agreed that a national committee whose function shall be to initiate, direct, and coördinate research in secondary education should be formed by the Bureau of Education. Such committee to consist of one representative of each coöperating organization and such additional members as the United States Commissioner of Education shall appoint for the purpose of securing on the committee, men of recognized leadership in specific phases of secondary education. In view of the present existence of a national committee of ten formed by the Bureau of Education for the purpose of initiating, directing, and coördinating research affecting the small high school it is agreed that this committee shall constitute a part of the general committee here proposed.

II. It is agreed that for a general plan of organization the general committee shall be organized into a sub-committee on rural and small high schools which shall consist of the present committee of ten on the small high school and such additional members of the general committee as shall be appointed by the Commissioner of Education, and a sub-committee on urban and large high schools to be formed from the members of the general committee. It is suggested that for purposes of coördination approximately one-third of the personnel of each sub-committee shall be appointed to serve

on the other and for the purpose of expediting action in the interim between meetings there shall be an executive council composed of the chairman of the general committee, the chairman of each of the sub-committees and the representative of the Bureau of Education who is the executive secretary of the general committee.

It is further suggested that the general committee agree upon the definition of the small high school so that the field of each sub-committee may be clear from the outset.

III. Organizations coöperating with the U. S. Bureau of Education agree to name representatives to serve on a permanent committee; to use the means at their disposal for securing data wanted from member secondary schools for studies undertaken by the committee and agreed to by their representative; to encourage member institutions which conduct research in secondary education to list with the executive secretary of the committee semi-annually all research studies under way and to file copies of completed studies with the executive secretary of the committee who shall have the right and duty of making such studies available to members of co-operating organizations.

IV. The Bureau of Education agrees to assume the duties attached to the office of executive secretary of the committee; to serve as a repository of information in the way of raw data made available through specific studies on forms approved by the committee, theses of graduate students on secondary-education topics, and other special research studies made by any of the coöperating organizations independent of the general committee. Such information to be distributed by the Bureau of Education in the way agreed upon as desirable by the general committee and the Commissioner of Education; to collect data for research studies authorized by the general committee, tabulate or assist in tabulating data on authorized studies, undertake through its own personnel to make studies recommended by the committee and approved by the Commissioner of Education and to prepare and distribute periodical lists of available data, theses, or special studies under way or completed by member institutions of coöperating organizations or, as work develops, perform any other service requested by the committee which is held feasible by the Commissioner of Education.

V. Only organizations having an active representative on the general committee shall be considered to be a coöperating organization for the purposes of this undertaking.

VI. Publications issued by the Bureau of Education as a result of studies carried out through this committee shall give proper credit to the committee for such study and ascribe authorship to such individual or individuals as are designated by the committee actively to direct the study concerned.

VII. It is agreed that the general committee shall meet annually at the time of the meeting of the Department of Superintendence.

The association agreed on vote to be a coöperating organization.

SIXTH SESSION

The sixth session was held in the auditorium of Woodward High School. The President, L. W. Brooks, called the meeting to order at 2:30 p.m., Wednesday, February 25. Mr. Charles C. Tillinghast, principal of Horace Mann School for Boys, New York City, read his paper, *Current Studies in Curriculum Analysis.*

CURRENT STUDIES IN CURRICULUM ANALYSIS

Charles C. Tillinghast, Horace Mann School for Boys, New York City

On all sides we are finding, at the present time, an unprecedented interest in the general field of curriculum investigation. The department of superintendence, through a specially appointed commission, has been prosecuting an extended study, results of which have been embodied in the Elementary-School Curriculum Yearbooks of 1924 and 1925, and research in connection with which is still being vigorously carried on. In no less than six yearbooks the National Society for the Study of Education has recorded the findings of their committees, as they have dealt with one aspect and another of curriculum or course of study. Our own organization has felt the need of study here, and has already done much to arouse interest and concern in the whole matter, as evidenced by the conspicuous place given curriculum and related needs in the programs of this body during the past few years. Three years ago Principal Miller reported for a curriculum committee of which he was chairman. Two years ago Principal Prunty gave in considerable detail the interpretation of certain elements of curriculum philosophy in the actual program of a large cosmopolitan city high school; while last year the executive committee felt the whole matter to be of such serious and pertinent importance as to warrant the appointment of a second special committee, to investigate and report whatever might be available in current research, investigation, or practice. The function of this paper—as a part of the report of this committee—is to attempt in a very brief manner to analyze what seem to be worthwhile curriculum investigations, the attempt being made to select not only experimentations and practices, knowledge of which might well be of value to every high-school principal in his own school

situation, but also to state categorically, and it may seem dogmatically certain philosophical principles which seem to underlie the attempts at curriculum reorganization or resuscitation.

The first outstanding and rather startling fact which comes to light is the amazing small amount, comparatively speaking, of curriculum study which is being carried on in the secondary field. Through the activities of the National Education Association, and especially the Department of Superintendence, as well as through the efforts of the National Society for the Study of Education, a great amount of investigation and constructive research has been done in elementary schools and junior high schools, but with a few outstanding exceptions, of which I shall speak somewhat in detail, the senior high-school curriculum as such has been accorded only occasional and sporadic treatment. To support this statement may I submit as evidence the fact that during the past five years the greater number of newly published courses of study in the various states of the Union, as reported to the Research Division of the National Education Association, have dealt largely or entirely with elementary school subjects. May I also, in this connection, quote briefly from letters received by me during the past few weeks. By a State Commissioner in an Eastern state we are told: "I have made inquiry among our field staff concerning any current studies in curriculum making going on in the secondary schools of the state. I regret to state that no such studies are being made." From the director of the Bureau of Educational Research of a large state university: "I am not as well informed as I wish I were concerning the curricula which are being made in school systems and colleges." From still another large state department, over the signature of the Assistant Commissioner for Secondary Education comes this statement: "The curricula in the high schools, as far as I know, are not under discussion to any extent." To quote only one more, a State Superintendent of a large western state writes: "I know of no schools in our state at the present time making studies in curriculum making." It is impossible for one, as he tries to get first hand information, to escape the feeling that high-school curriculum studies are, as I said at the beginning of this paragraph, comparatively neglected.

The second fact, equally evident, and much more cheering, is that, scattered throughout the country, there are college educators,

high-school administrators and teachers, as well as school officials, who, having seen very clearly the need in this connection, are giving themselves intelligently and whole-heartedly to the task of discovering underlying principles, and attempting further—an even more difficult task—to translate those principles into terms of curriculum arrangement and content. As I have tried to survey the whole field of attempt and accomplishment in the problem of curriculum reorganization and study, I have clearly realized that it is quite impossible to get into direct communication with every one of the large number of men and women engaged in high-school administration or planning; and it is possible, although regrettable, that in this report some particular type of investigation may go unmentioned. It is possible for this paper at best only to discuss types of research, exemplifying, whenever possible, by significant actual studies of that general nature. I have found, as one might logically expect, that there are four sources from which valuable movements have come, and which continue to supply the motive power necessary to carry on. The first of these is found in the scattered and unorganized individual high-school principals from coast to coast who, sometimes in large city schools, sometimes in the cosmopolitan school of a comfortably large town, and sometimes in the smallest rural high school, are trying as best they may —and oftentimes, apparently, without having their state superintendent or commissioner of secondary education cognizant of what they are attempting—to make whatever changes may be possible and sensible, to the end that their schools may better meet the needs of the communities in which they are located, and may better express the spirit of the times in which we all find ourselves. Attempts of this sort in a great many instances bear fruit in the enriching of a local high-school curriculum; and many a community to-day is better served through its high school because of the vision, the courage, and the common sense of its high-school principal. May I, then, at this point, even while I am saying that it is very hard to see how, by any stretch of our professional imagination, we may feel that what we do in the high school in Aberdeen, South Dakota, the Hughes High School in Cincinnati or the Horace Mann School for Boys in New York City will have the least effect on the improvement of secondary-school curriculum making in general, may I, I say, lay down this principle. For most of us who are high-school principals the main opportunity to do something that really counts is

in our own schools—and now. We may some time be helped by state or municipal committee or subsidy, but to wait for such support, thinking that without it nothing can be done, is to miss, so it seems to me, the realization of the importance of this first source of power, the individual principal.

The second important and valuable source is found in the activities of departments of education of colleges, special educational foundations or special committees appointed by various learned bodies for the express purpose of curriculum investigation. It is possible here to enumerate only a few of these, and it is my purpose only to suggest the types of research of this nature now going forward. Professor George B. Counts, of Yale, under a grant from the Commonwealth Fund, is prosecuting an extensive study in the entire field of curriculum building, the results of this study to be available in published form. This study has but recently been begun. A specific sort of study is exemplified in two investigations recently completed at the University of Minnesota. Mr. Lyle Thomson made an analysis of the curricula of ninety high schools of the Middle West, and Professor Leonard Koos a similar analysis in the case of two hundred schools throughout the country, their attempt being to analyze the types of programs, curricula offered, and subjects required. The George Peabody School for Teachers at Nashville has at the present time in press a study recently made of twenty thousand high-school graduates in Kentucky, Tennessee, Georgia, Alabama, Arkansas and Texas, this work aiming to evaluate the subjects actually taken in high school both on the basis of their uniformity in different states and on the basis of their actual value to the graduates. Under the direction of Professor Thorndike, of the Institute of Research of Teachers College, studies are being carried on of psychological principles underlying the fundamental secondary-school subjects, in an attempt to determine what subjects should be taught at what time and in what manner. Very important investigations are going on at the School of Education of the University of Chicago, where Professor Bobbitt has several phases of research under way, largely concerned in determining the actual principles which should be at the basis of all curriculum reorganization.

Probably the most significant and far reaching investigation now under way under the direction of a special committee is that of the American Classical League, under a subsidy from the General

Education Board, whose experimentation and reseach procedure, as well as suggestions as to desirable courses in Latin for the high school, together with their findings as to the status of Latin teaching in the high schools of the country are being made available through printed reports. Another study, more recently inaugurated, is the Modern Foreign Language Study, under the auspices of the American Council on Education. This whole investigation is in a most preliminary stage, but it apparently is seeking to determine the preparation of teachers for modern language classes, the position given modern language in the programs of junior and senior high schools and the methods of instruction used at various grades of the language development. It is planned by the committee, through the Bureau of Education, to distribute questionnaires to the secondary schools of the country, and on the basis of the results thus obtained, to publish findings and recommendations. One might summarize the activities of all of these educational agencies under these general heads. They are attempting four inclusive tasks, to find justification or non-justification for each specific subject; to locate, explain and suggest ways to correct wide discrepancies in supposedly similar curricula; to determine a logical and sensible time distribution of worth-while subjects; and to improve both method and content of all subjects given a place in the high-school curriculum.

The third source of progress in curriculum analysis should—and does—lie in the state departments of education and in the state and county teachers' associations. Many state commissioners are publishing at regular intervals syllabi in the various high-school subjects, but it often happens that these syllabi are merely orders from headquarters handed down to principals or teachers rather than an enunciation of, or clarification of, fundamental philosophic ideas involved in curriculum study. Occasionally we find a state official from whose office there are sent out real curriculum publications, but it would seem to me that here is a point at which great good could be accomplished by the adoption, with whatever modification might be necessitated by local conditions, of the plan now in operation in the state of Missouri. There the State Teachers' Association appropriated six thousand dollars for a study of the need and plans of reorganization of high-school curricula. The chairman of the committee which was appointed to make a survey of the entire state, is Dean M. G. Neal of the

School of Education of the State University. By this arrangement all the resources of the state department are at the command of this committee, who at the same time realize very keenly that the actual investigation will be much more valuable and much more likely to come to actual fruition in improved curricula if the opinions and experiences of the teachers throughout the state are taken into account, and if they—the teachers—feel a certain pride of ownership in the whole undertaking. This committee, having called in Professor Thomas H. Briggs as an adviser, is now actively engaged in surveying the high-school curricula of all of the schools and hopes to have a preliminary report in a short time. As far as I can determine, Maine is another state in which a very similar sort of investigation is being carried on, and I commend it most heartily to the interest and attention of the members of this association.

The last of these four sources under discussion is resident in the so-called single city investigations or surveys. These at the moment seem to stand out with a certain pre-eminence, and it is to these city movements that we can all look with interest and profit. In the first place we have the general survey, with the curriculum of secondary school only one phase of the entire investigation. The tendency in these particular surveys seems to have been to lay more emphasis on economy and efficiency in the administration and direction of the classes in the curricula than on the principles involved in modern curriculum making. Two such recent surveys have been made in Baltimore, and Springfield, Massachusetts. Of far greater significance and value to principals and administrators throughout the country is the effort being made by certain city systems to carry on an exhaustive and comprehensive study of their own high-school curricula, to the end that every possible and sensible improvement may be effected. The chief cities where this sort of investigation has been or is still going on are Los Angeles, Toledo, Pittsburgh, New York, San Antonio, and Denver. The difficulty of discussing all of these—or even one—in any adequate fashion in the short time at my disposal is obvious; and I shall attempt merely to point out general procedure in the case of a few. In San Antonio, in one of the most recent of these city movements, Superintendent Rhodes, desiring to effect a reorganization on the junior-school basis, appointed a committee of six people from the staff of the city school, with W. B. Cockey as director. The investigation which they are carrying on

is significant particularly in that the main emphasis is being laid on educational implication and interpretation rather than on administrative convenience or financial necessities. In Pittsburgh Associate Superintendent Foster writes that they have committees covering practically the whole field of secondary education. He states that the reports of these committees are incomplete and that some of the courses have been placed in the schools upon a tentative basis. Their clear attempt is to refine, by actual trying out in the city schools this modification or that innovation, the character and content of subjects offered or required. We had last year an illuminating paper presented on the plan in operation in Los Angeles, and the character of the work in that city is unchanged, except that progress has been momentarily slowed by the unfortunate death of the director, Mr. Griffin. Assistant Superintendent Gould writes that their major problems at the present stage of the investigation lie in the fields of content in specific subjects, especially general science, mathematics, and the social studies. In New York a vast amount of really worthwhile study is going on, the larger part under the direction of a principal-teacher committee, of which Miss Kate Turner, principal of Bay Ridge High School is the chairman. Their main tasks are two in number, apparently; to standardize promotional and graduation credits througout all the schools, and to vitalize content in all subjects retained in the curricula of the many and varied types of high schools of the city.

I wish it were possible for me to discuss at length the plan as it is being worked out in Denver. Assistant Superintendent Threlkeld, himself an officer of this association, has already to-day, in another department, spoken to this subject; and it is probable that many of you have heard him. Perhaps it will not be out of place for me to skeletonize the proceedings of that city, as it is conspicuous in the country for the thoroughness with which the whole field is being canvassed. I quote briefly from a statement by Assistant Superintendent Threlkeld. "The Denver program of curriculum revision may be outlined under the following three main divisions. I. Participation of teachers and principals through committee organization; II. Program—how supervised; III. Curriculum revision a continuous process." Under the committee arrangement each committee member is responsible for getting his whole school involved in the work of his committee. This is done by: passing out reports

for criticism; asking certain teachers to come before the committee for interviews; assigning special investigations to individual teachers or groups of teachers; by interesting the principals in phases of committee work as subjects for teachers' meetings. The actual supervision of the program of curriculum revision is under the direction of Mr. Threlkeld who is directly responsible to the superintendent. To assist him in directing the work of the committees Professor Armentrout of Greely State Teachers' College, and Dr. L. T. Hopkins, Professor of Education at the University of Colorado have been employed on part time. To aid in the setting up of desirable objectives in subject matter, and to assist the committees in any other way possible, experts from all over the country have been invited to Denver to confer with the workers. At the present time—as of January 15, 1925—about twenty-five such specialists have spent time with the committees in Denver. The task which this city has set for itself is of tremendous importance, not only to its own life, but to the general cause of education; and we will all do well to follow as closely as we may be permitted the progress of the investigation. The spirit of the study is well expressed by Superintendent Newlon: "We must approach our problem in an open-minded attitude. I trust that we shall all be willing, if not to lay aside our preconceived notions or the convictions that we have held for many years, at least to re-examine them in an open-minded manner. I hope that we can make a real contribution not only to the public education in Denver, but that what we do here may be of some value to those who are studying this problem in other communities. We shall make a great mistake if we undertake our problem with the attitude of mind that all that has been done hitherto is wrong. Rather, we should build upon the firm foundation already laid."

We must now stop and ask ourselves, as we have observed the organization and progress of all of these movements in the direction of curriculum reorganization: what has started them all, and how does the whole matter affect me in my—as it may well be—inconspicuous and prescribed position? In attempting to answer the first part of this question I am moved to assert that at no time has there been a keener feeling on the part of high-school men and women that the task of the secondary school is to educate for worth-while life through worth-while instruction and instructional aids. There are radicals in education—as everywhere—who would condemn every-

thing simply because it is, and who would throw overboard every bit of the ship's ballast in the hold that keeps it from foundering. I am not speaking of these when I say that there is apparent a genuine and honest desire to check practice against worth-while objectives, scorning nothnig because it is old and tried, and worshipping no subject and no method simply because they made us "what we are to-day." The actual task before us as principals is two-fold. First we must determine and accept certain objectives as worth striving for, and to a degree attainable, and then we must—handicapped as we without any doubt will be by local, municipal, state or institutional requirements or prohibitions—do our utmost to shape our curriculum offerings and methods to meet these desired ends. No principal has the right to say that nothing can be done in his school. Something can be accomplished in even the most prescribed position, and it is this: the vitalizing of content and method, even in subjects which are required by superior bodies, in the light of the objectives which we have accepted as worthy and to a degree attainable.

In conclusion, then, I would report that the chief problem engaging the attention of those conducting research in this field of secondary curricula is the determination of the objectives, and the expression of them in such workable terms that they may be interpreted in tangible form in the curriculum itself. The task is a stupendous one, and calls for the best that is in each one of us, but the task must be attempted. With the permission of Dr. Thomas Briggs, I cite, for the general guidance of all of us who may try to think this problem through, twenty-four questions which he propounded in a recent paper which it was my privilege to hear. Had Dr. Briggs not said them before this paper of mine had been read, some number of these questions would have been my own; as it is, the credit is his, although I ask you to believe that all of the very best ones were in my list, and the others are only his.

1. What are the desired ends of education, both figurative and directive?

2. What is a good life and what are its characteristics?

3. For which of these is the public school responsible, and for which are other agencies—home, church, boy and girl scouts and the like, responsible?

4. What details of subject matter may be used to meet the aims decided upon?

5. What basis should be used for the choices of these details?

6. What should be the content of each course of study?

7. What should be the plan of organization?

8. What are the responsibilities of each unit of the school organization in trying to meet the aims agreed upon?

9. What psychology has a bearing upon the curriculum?

10. What should be the distribution of details of the subject matter?

11. What is the relative importance of each course of study?

12. What is the best time distribution for a subject?

13. What is required of the curriculum by law or other outside agency?

14. How long should education be continued at public expense?

15. What is the optimum length of school day and year?

16. What is the optimum number of subjects to be carried by one pupil at one time?

17. Which units should be required and which elective?

18. What amount of lesson preparation can be obtained at home?

19. What degree of mastery of the various subjects is demanded?

20. What are the most probable future needs of the pupils?

21. What are the possibilities of advance in the school community?

22. What are the possibilities of advance with the existing building and equipment and the present textbooks?

23. What are the possibilities of advance with the teachers?

24. What are the characteristics of your pupils, and what is the character of your community?

To think through these questions; to keep in mind the seven objectives given us by the committee on reorganization of secondary education, including the eighth, suggested by President Brooks of this organization; to formulate our own philosophy and our own practice; but above all to keep sensibly progressive and cheerfully alert and everlastingly busy is the very valuable contribution that each one of us can make to the solution of the current problems in curriculum analysis.

A selected list of references and publications, valuable for anyone interested in curriculum study.

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Bulletin No. 23. The Teaching of Community Civics.

Bulletin No. 28. The Social Studies in Secondary Education.

Bulletin No. 2. Reorganization of English in Secondary Schools.

Bulletin No. 49. Music in Secondary Schools.

Bulletin No. 50. Physical Education in Secondary Schools.

Bulletin No. 51. Moral Values in Secondary Education.

Bulletin No. 19. Vocational Guidance in Secondary Education.

Bulletin No. 55. Business Education in Secondary Schools.

Bulletin No. 1. The Problem of Mathematics in Secondary Education.

Bulletin No. 26. Reorganization of Science in Secondary Schools.

Bulletin No. 35. Agriculture in Secondary Schools.

Bulletin No. 5. Part-time Education of Various Types.

The Proceedings of the North Central Association.

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Required Mathematics in the Four Year High School (Shouse). School Science and Mathematics 22, January, 1922.

How to Make a Curriculum (Bobbitt)—Houghton Mifflin.

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Changes Needed in Secondary Education (Eliot)—Board of Education, New York City.

The Administration of Secondary School Units (Koos)—University of Chicago Press.

Studies in Secondary Education (1) Supplementary Educational Monograph No. 24—University of Chicago Press.

The Baltimore Survey—Bureau of Publications, Teachers' College, New York.

The Springfield, Massachusetts, Survey—Bureau of Publications, Teachers' College, New York.

Bulletin of High Points in the Work of the High Schools in New York City—Board of Education, New York.

Bulletin No. 27 of the Bureau of Education, Washington—Record of Current Educational Publications.

Current magazine articles of interest and importance:

Business of Scientific Curriculum Making in Secondary Education (Clement). Ed. Ad. & Sup. 9, September, 1923.

Description and Evaluation of Published Secondary School Programs of Study (Clement). Ed. Ad. & Sup. 9, April, 1923.

Frequency of Certain Problem-Solving Situations in the High School Curriculum, and a Suggested General Method of Solution (Touton). School Sci. & Math. 22, April, 1922.

Curriculum Reconstruction in the High School (Briggs). School Review 31, February, 1923.

Los Angeles High School Curriculum (Charters). School Review 31, February, 1923.

Suggested Curriculum in Latin for a Six Year High School (Lodge). Teachers' College (New York) Record 23, May 1922.

Place of the Classics in the Public High School Program (Finegan). Classical Journal 18, November, 1922.

Provision in the High School Curriculum for Correcting Physical Defects (Todd). Journal of Educational Research 3, January, 1921.

Some Unsolved Problems of Objectives in Physical Education (Snedden). Teachers' College (New York) Record 36, December, 1924.

The following persons are engaged in curriculum studies of various sorts, and inquiries may be addressed to them concerning any phase of the general problem:

Professor George S. Counts, Yale University.

Professor Franklin Bobbitt, University of Chicago.

Professor Leonard V. Koos, University of Minnesota.

Deputy Superintendent A. L. Threlkeld, Denver, Colorado.

Associate Superintendent C. R. Foster, Pittsburgh, Pa.

Mr. John K. Norton, Director of Research, National Education Association, Washington.

Mr. Jeremiah Rhodes, Department of Education, San Antonio, Texas.

Dean Marvin G. Neal, University of Missouri.

Professor Thomas H. Briggs, Teachers' College, New York.

Professor Calvin O. Davis, University of Michigan.

Professor Otis W. Caldwell, Lincoln School, New York City.

Professor Harold Rugg, Lincoln School, New York City.

Director Richard D. Allen, Public Schools, Providence, Rhode Island.

Ass't Superintendent Arthur Gould, Los Angeles, California.

State Superintendent A. O. Thomas, Augusta, Maine.

Mr. Lyle G. Thomson, Hedding College, Abingdon, Ill.

Principal Kate Turner, Bay Ridge High School, New York City.

Professor John J. Didcoct, George Peabody College, Nashville, Tennessee.

Mr. E. M. Phillips, High School Inspector, State of Minnesota.

Professor Thomas J. Kirby, Iowa State University.

Director James M. Glass, Department of Public Instruction, Harrisburg, Pennsylvania.

Mr. Mason D. Gray, Special Investigator, American Classical League, Rochester, New York.

Dean W. W. Kemp, University of California, Berkeley.

Professor Jesse B. Davis, Boston University.

Professor Carleton A. Wheeler, Columbia University.

President George Frazier, Greely, Colorado.

Mr. C. D. Kingsley, c/o Board of Education, Chicago.

Mr. M. G. Weglein, Baltimore Board of Education.

Professor C. O. Davis, Department of Education, University of Michigan, read the report of a committee.

THE CURRICULUM AND THE SEVEN OBJECTIVES

(A Committee Report)

In the now famous and much read little bulletin, *Cardinal Principles of Secondary Education* (Bureau of Education Bulletin, 1918, No. 35), seven objectives, it will be recalled, are formulated for the guidance of secondary schools. These objectives are: 1. Health; 2. Command of Fundamental Processes; 3. Worthy Home Membership; 4. Vocation; 5. Citizenship; 6. Worthy use of leisure time; and 7. Ethical character.

Seven years have now elapsed since this bulletin was published, and hence seven years have been provided in which modifications of secondary-school practices may conceivably have been made in harmony with the ideals and standards set up. Seven used to be a sacred number. It seems therefore, very appropriate that we, in this seventh year of the new dispensation of secondary-school reforms, should stop to inquire in what specific respects the seven objectives set up for our guidance have actually affected curriculum practice.

In order to get at the facts and to arrive at judgments upon which to make definite recommendations to this Association, three sets of data have been secured and analyzed. The first is the judgment of about eight thousand boys and girls enrolled in the junior class or eleventh grade of the high schools in the North Central Association territory. These judgments are taken from last year's North Central Study, *The High School as Judged by its Students,* and can be found in Part I of the Proceedings for 1924, pp. 82-90. One may evaluate these statements as he will, but surely many of them are pertinent to the question of the hour and should afford administrators considerable food for thought when they contemplate curriculum reforms. Moreover, few individuals are shrewder judges of school practices than are high-school boys and girls, and, although it be granted at the outset that their whims and requests ought not always to be accepted as bases for school organization and procedure, nevertheless, it is an accepted dictum that the schools exist for the sake of boys and girls and if these boys and girls are not obtaining the most complete and most suitable education possible, school conditions ought to be changed so that they may.

What are some of the facts which an analysis of the North Central Study yield? First, considerable numbers of our youth dislike greatly to attend high school, and, among the reasons given for the fact, 2,043 items, or 43.6 per cent of all that are listed, refer directly or indirectly to the curriculum. These items are: Subjects of study do not appeal, 597 cases, or 12 per cent of all. Classes are uninteresting, 436 cases, or 10 per cent of all. Work is too hard, 508 cases, or 11 per cent of all. Home study is too exacting, 502 cases, or 11 per cent of all. Certainly there is evidence here that the curriculum, as operating, is not accomplishing all that should be expected of it .

A second set of queries found in the North Central Association Study sought to discover which studies in the curriculum are proving the hardest for pupils, which the easiest, which are thought to have yielded the most lasting values, which have yielded the least lasting values, which are the chief favorite studies, and which are the most disliked subjects. The answers to these queries reveal notable differences between boys and girls, as groups. Let us therefore consider them separately. Table I gives the votes of boys. Table II gives the votes of girls:

TABLE I

The Judgments of Boys on Curriculum Matters

Subject	Hardest subject		Easiest subject		Subjects yielding most value		Subjects yielding least value		Favorite subjects		Disliked subjects	
	Votes	Per cent of all	Votes	Per cent of all	Votes	Per cent of all	Votes	Per cent of all	Votes	Per cent of all	Votes	Per cent of all
Mathematics	964	23.0	900	23.7	1,050	21.1	674	22.9	639	19.6	569	19.4
English	896	21.4	727	19.2	1,980	39.9	350	11.9	478	14.3	825	28.2
History	627	14.9	799	21.0	415	8.3	603	20.5	544	16.7	409	13.9
Science	372	8.8	458	12.0	540	10.8	345	11.7	729	22.4	252	8.6
Latin	569	13.5	197	5.2	228	4.6	320	10.9	123	3.8	438	14.9

TABLE II

The Judgments of Girls on Curriculum Matters

Mathematics	1,569	25.7	923	15.4	626	10.4	1,499	37.5	621	13.4	1,225	29.2
English	789	12.9	1,866	31.3	2,495	41.6	130	3.2	1,238	27.2	480	11.4
History	1,380	22.6	798	13.4	643	10.7	715	17.8	585	12.5	1,079	25.7
Science	745	12.2	469	7.7	443	7.5	523	13.0	344	7.3	480	11.4
Latin	699	11.3	297	4.9	493	8.2	416	10.3	214	4.6	403	9.6

The interpretation of these tables seems to give the following deductions: Mathematics as now organized and taught is a very difficult subject for 23 per cent of the boys and for 25.7 per cent of the girls, and is a very easy subject for 23.7 per cent of the boys and for 15.4 per cent of the girls. Further, to 21.1 per cent of the boys and to 10.4 per cent of the girls the subject seems to yield large values; to 22.9 per cent of the boys and 37.5 per cent of the girls it appears to yield very little value. Moreover, to 19.6 per cent of the boys and to 13.4 per cent of the girls, mathematics is a favorite subject; to 19.4 per cent of the boys and to 29.2 per cent of the girls it is the most disliked subject.

Does it not appear from these figures that, for certain types of minds, mathematics as now taught is ill-suited and ought to undergo much reorganization?

Similarly, consider English. For 21.4 per cent of the boys it is a most difficult subject; for 19.2 per cent it is the easiest subject; for 12.9 per cent of the girls English is a very difficult study, while for 31.3 per cent it is the easiest of studies. Moreover, English, as organized, is a favorite subject for only 14.3 per cent of the boys and a disliked subject for 28.2 per cent of them. For girls, however, English is the favorite subject in 27.2 per cent of the cases, and is a disliked subject in only 11.4 per cent of the cases.

Does it not seem probable, from these figures, that English in the high school, is keyed to the feminine interests and is ill-adapted to large numbers of boys?

History appears to be considerably harder for girls than for boys, but neither group seems to feel that the subject yields notable values for them. On the other hand, for 20.5 per cent of the boys and 17.8 per cent of the girls, history is thought to yield the least of values. Moreover, for 28.2 per cent of the boys and 25.7 per cent of the girls it is the most disliked subject in the curriculum. Surely something is wrong when a subject makes so little appeal to any group of pupils.

Science, in the estimation of our high-school boys and girls, holds a middle ground. It is not notably difficult or easy; its educational value is neither greatly esteemed nor severely condemned;

and it is not an especially disliked subject nor (except for about 20 per cent of the boys) a subject that is a decided favorite.

Finally (so far as our tables consider the question), Latin holds about a 12 or 13 per cent score for difficulty, a 5 per cent score for easiness, a 5 to 8 per cent score on lasting values, a 10 to 11 per cent score on smallness of value, 4 per cent score as a favorite study, a 10 to 15 per cent score as a much disliked study. No doubt the vote respecting Latin is relatively small because, being an elective study, fewer pupils have pursued it and consequently have felt indisposed to express an opinion concerning it.

The judgments respecting the remaining subjects in the curriculum were either so few or so nearly balanced that it has not seemed necessary to reproduce them here.

A second set of data that bears upon our problem is that culled from the recent North Central Association reports of this year. It was hoped these might be somewhat extensive in range and complete in character. However, since the compilations of the data from the 1924 records are not yet finished only a few significant figures can be used.

The North Central Association, it may be said, accredits the best—and only the best—secondary schools in its territory. Last year these numbered 1670, distributed over nineteen states. Probably the schools accredited constitute not to exceed one-fourth of *all* the secondary schools in those states, although it is probable the 1670 schools enrolled fully two-thirds of all pupils attending secondary schools in those states.

Of course all the accredited schools offer three or four years' work in English, mathematics, science, history, and foreign language. However, it is interesting to learn how many schools are offering what may possibly be styled the newer types of courses—those that have arisen out of the recent demands for curriculum reorganization. Out of 1022 schools distributed over 14 states (all of the North Central Association stated except Illinois, Iowa, Montana, Oklahoma, and Wisconsin, whose reports are not yet analyzed) the numbers offering certain courses are as shown in the following table:

TABLE III*

Number of 1022 N. C. A. Schools offering certain courses:

	No.	Per cent of all
General Mathematics	86	8.4
General Science	499	48.8
Community or Vocational Civics	311	30.4
Advanced Civics	410	40.1
Economics	365	35.7
Sociology	193	18.9
Problems of Democracy	109	10.6
Office Practice	171	16.7
11th or 12th Grade Manual Training	385	37.6
11th or 12th Grade Household Arts	373	36.5
Agriculture	321	31.4
Orchestra or Band	600	58.7
Instrumental Music (Individual)	173	16.9
Art	274	26.8

* Of the 1022 schools, 719 are in towns under 10,000 population, 155 in towns between 10,000 and 25,000; 76 in towns between 25,000 and 100,000, and 72 in towns over 100,000.

Another sidelight on curriculum interests is indicated by the numbers of pupils pursuing certain studies. Here it was not found possible to secure figures for the entire Association, nor even for fourteen states. However, the data for the Michigan schools were available and these may possibly be representative of other portions of the country. Of 63,875 pupils enrolled in the 122 accredited Michigan schools, the elections were as given in the following tables:

TABLE IV

Curriculum Elections of 63,875 Pupils in 122 N. C. A. Michigan Accredited High Schools, 1924

	Subject	Enrollment	Per cent of all pupils in school	Per cent in 1st year's course	Per cent in 2nd year's course	Per cent in 3rd year's course	Per cent in 4th year's course
1	English	59,211	93	29	31	25	15
2	Latin	17,992	28	48	39	7	6
3	Greek	435	0.6	55	38	7	0
4	French	10,734	17	52	36	10	2
5	Spanish	3,479	5	61	34	4	1
6	German	1,345	2	56	27	1	16
7	Manual Training	10,377	16	48	30	12	10
8	Household Arts	11,523	18	47	30	15	8
9	Agriculture	2,074	3	29	26	18	27
10	Art	4,456	7	41	32	15	12
11	Social Studies	39,114	61	..	..	..	..
12	Science	26,425	41	..	..	..	..
13	Mathematics	38,912	61	..	..	..	..
14	Commercial Work	34,782	54	..	..	..	..
15	Music	16,414	26	..	..	..	..

TABLE IV (Continued)

Curriculum Elections of 63,875 Pupils in 122 N. C. A. Michigan Accredited High Schools, 1924

	Subject	Enrollment	Per cent of all pupils in the department
1	Social Studies (39,114)		
	Community or Vocational Civics	3,224	8
	Ancient History	6,908	18
	Modern European History	6,164	16
	General History	5,114	13
	U. S. History	11,292	29
	English History	1,518	4
	Economics	1,414	4
	Sociology	366	0+
	Advanced Civics	2,051	5
	Problems of Democracy	1,036	3
2	Science (26,425)		
	Physical Geography	1,549	6
	Botany or Zoology	7,869	30
	Physics	4,707	18
	Chemistry	7,525	28
	General Science	4,775	18
3	Mathematics (38,912)		
	Beginning Algebra	15,728	40
	Beginning Geometry	12,460	32
	Advanced Algebra	3,984	10
	Advanced Geometry	1,876	5
	General Mathematics	3,414	9
	Trigonometry	621	1—
	Review or Advanced Arithmetic	829	2+
4	Commercial Work (34,782)		
	Typewriting	12,049	35
	Stenography	6,863	20
	Bookkeeping	8,304	24
	Commercial Arithmetic	4,059	12
	Commercial Geography	1,842	5
	Office Practice	1,665	4
5	Music (16,414)		
	Chorus	8,183	50
	Orchestra	1,966	12
	Band	1,051	6
	Glee	4,273	26
	Instrumental (Individuals)	941	6

It appears obvious from these figures that rather notable curriculum changes are occurring, particularly in respect to the social sciences.

A third source of information for arriving at the judgments voiced in this paper was a questionnaire sent to 500 representative high-school and junior high-school men and women throughout the United States. Most of these individuals are members of this organization, and hence most of them are principals of schools.

The questionnaire referred to the fact that the National Association of Secondary-School Principals had, last year, voted to raise a committee to undertake a constructive study of curriculum conditions throughout the country, explained briefly the purpose of the questionnaire, and called upon each member to co-operate by filling out and returning the blank promptly. Of the 500 blanks set out, only 181 were returned. And yet we wonder why scientific educational reforms make so little progress with us!

The questionnaire contained twelve questions, five of which were answerable by a categorical "Yes" or "No"; four called for the writing down of one or more of the digits; and three requested a two-line or three-line comment. Perhaps it is well to reproduce the queries here. They were:

1. Do you feel that the curriculum of your high-school would be essentially as it now is if there had been no report on objectives by the Committee on Reorganization or similar formulations of objectives from other sources?

2. Has your high-school curriculum been obviously and directly influenced by this or similar statements of objectives?

3. Have you made a genuine effort to reorganize your curriculum in the light of any of these objectives?

4. If so, which of these objectives have influenced you most?

5. In just what ways has the curriculum been modified so as to achieve any of these objectives?

6. Rank the seven objectives below with respect to the attention given to them in your curriculum, i. e., place a "one" after the objective which received most attention in your curriculum, a "two" after the objective that is emphasized next, etc.

7. Which of these objectives, if any, merit special attention in the public school curriculum?

8. Which, if any, merit little attention in the public high-school curriculum?

9. In reorganizing your curriculum on the basis of these objectives, what is the most serious obstacle you have met?

10. Can you suggest one way of overcoming these major objections?

11. Do you know of any public high school in the United States where the curriculum is being radically reorganized in response to the needs of modern life? If so, what is its name and where is it located?

12. Do you feel that on the whole the curriculum of your high school is adjusted to the needs of adolescence and of your community?

As stated, 181 usable sets of replies were received in response to this questionnaire. Of these, 163 were from representatives of senior or four-year high-schools, and 18 were from representatives of junior high-schools. Classified geographically, 28 of the respondents representing the four-year and senior high schools were from the east (New England and Middle States), 19 were from the south; 68 were from the central west; and 44 were from the far west. The respondents from the junior high schools were also well distributed over the United States, but were not classified separately by location.

Answers to question one (Would your curriculum be essentially as it now is if there had been no report of the Committee on Reorganization or a similar statement of objectives from other sources?), were as follows:

	East	South	Central West	West	J. H. S.	Total	Per cent
Yes	15	4	28	17	1	65	35.9
No	13	15	40	27	17	112	61.8
Equivocal	..	..	..	..	..	4	2.2
Totals	28	19	68	44	18	181	....

It is very evident from these figures that the seven objectives, or similar formulation of aims, have had a decided influence in reshaping the work of virtually all junior high-schools and for the regular high-schools in the South. In the Central West and Far West these formulations are given much credit but by a goodly number of correspondents, on the other hand, are thought not to have been very influential. In the East, however, more than 50 per cent of the writers disclaim any debt to materials of the sorts mentioned. Apparently a goodly per cent of the high schools, particularly in the East, Central West, and Far West, were, so to speak, "ahead of the

game" when concerted efforts to influence the program of studies were first being made.

To the question whether the high-school curriculum had been obviously and directly influenced by the publication of *Cardinal Principles* or some similar bulletin, there is almost a 3 to 1 affirmative vote, 122 categorically say "yes," 14 answering with a qualified "yes," and 46 replying "no." Here the vote of the junior high-schools is overwhelmingly affirmative, that of the Far West notably affirmative, and that of the East, the South, and the Central West just passably affirmative.

To question Number Three, namely, "Have you made a genuine effort to reorganize your curriculum in the light of any of these objectives," 130 say emphatically "yes," 5 say "yes" with some qualification, 41 say "no," while a few fail to answer at all. Here again the East by a vote of 16 affirmative to 11 negative, and the South by a vote of 13 affirmative to 5 negative, appear to be the sections of the country that have been the least affected by the publications of the objectives. The Central West by a score of 52 to 16, the Far West by a score of 33 to 7, and the junior high-schools by a score of 16 to 1, declare they have been making genuine efforts to reorganize their work in accordance with the recommended goals.

The degrees of influence which the several objectives have had on principals can perhaps best be shown by a table.

TABLE V

Objectives that have had the Greatest Influence in Modifying Curricula

	East	South	Central West	West	J. H. S.	Total	Per cent of all
1 Health	11	7	27	18	11	74	24.1
2 Command of Fundamentals	2	4	7	4	2	19	6.1
3 Home Membership	1	1	5	5	0	12	3.9
4 Vocations	6	3	15	17	8	49	15.9
5 Citizenship	11	7	28	28	11	85	27.6
6 Use of Leisure	3	4	10	9	6	32	10.4
7 Character	7	2	16	8	3	36	11.7
Totals	41	28	108	89	41	307	99.7

In addition to the above, seven individuals replied "all," two replied "none," and 41 made no answer to the specific query.

Here it is very obvious that the objectives which have stirred most thought and produced the greatest curriculum modifications are

those relating to citizenship and health. Considerably below these stand vocations, ethical character, and use of leisure time. At the bottom of the list are found command of fundamental processes and worthy home membership.

Several individuals took pains to qualify their replies to Question Four by statements like the following: "Yes, the objectives have influenced us to a limited extent, but will do so much more as time goes on," or, "Yes, in the wording of your announcements our curriculum has been obviously and directly modified by the bulletin. *Cardinal Principles.*" The implication is, however, that the modifications to date have been verbal rather than genuine. Again several said, "We had modified our curriculum before the report was issued; we however made use of the nomenclature to describe what already existed."'

Question Five asked for a statement of the specific ways the curriculum has been modified so as to achieve any of the objectives. Here naturally a great variety of answers was returned. Some of these are as follows:

I. The East: "Vocational guidance work greatly increased" (5); "Reorganization of work in physical training"; "Social sciences stressed." "New subject matter introduced and a new emphasis given to the old"; "Some former required subjects made elective"; "Civics and physical training are prescribed"; "Attention has been turned from things to real values of life"; "Student government has been introduced"; "Teachers have made a more exhaustive study of their pupils and have sought to come in closer contact with them"; "We provide medical examinations"; "We provide lectures in ethics for seniors"; "We teach economics now"; "English and mathematics have been reconstructed"; "There is a changed attitude toward the courses that are given and a changed content in their material"; "Every pupil can swim."

II. The South. "More attention has been given to the fundamental processes" (3); "Physical education and health have been greatly stressed" (4); "A larger program of extra-curriculum activities has been developed"; "A home room has been organized wherein the fundamentals of citizenship are emphasized"; "An attempt has

been made at a better correlation and coördination of subject matter"; "Graduation requirements have been modified"; "Special efforts have been made to practice life situations within the school"; "I have had to develop a course that shows the influence of the seven objectives"; "Each teacher has been made conscious of the seven objectives and has them in her consciousness as she teaches."

III. North Central States. "We have changed the course in civics to social problems; have introduced economics, and have made vocational work strictly vocational"; "Gymnasium work has been changed to corrective work"; "We require a three-year course in social science, have a definite program of physical education, provide competitive games for all, and, during the noon hour, arrange cultural activities in which students participate in large numbers"; "Modern literature is emphasized"; "We require all pupils to take three years of social science and some other three year course"; "American history, civics, and economics are required of all"; "We have appointed a health counsellor, have inaugurated an advisory system, have introduced a course in morals, and have developed a new point of view in classroom teaching"; "Each pupil has 60 minutes per day, five days each week, devoted to physical education"; "A special study of curriculum reconstruction has been made and objectives have been analyzed by departments"; "A complete revision from the kindergarten through the junior high school has taken place"; "We teach current problems and use the auditorium and chapel periods more for teaching purposes"; "Syllabi have been prepared by each department and the contents have been adapted to the cardinal principles"; "Physical examinations have been introduced (3)"; "Credit is given for leisure time activities"; "Student self government has been introduced" (3); "Vocational and semi-vocational work has been introduced" (13); "Citizenship" (7); "General mathematics" (2); "Social science courses" (5); "General assembly"; "School nurse"; "Dental work"; "Social training."

IV. Far West. "Have revised all our courses of study"; "Much greater attention has been given to vocational courses, citizenship, and health work" (12); "Ethics and etiquette are emphasized through library work"; "Extra-curriculum activities have been stressed"; "Bible study has been introduced"; "Teachers meetings have been utilized to discuss the objectives."

V. Junior High Schools. "We stress civics, vocations, fundamentals, health work, and extra-curriculum activities"; "Pupils are classified in accordance with their abilities"; "We have a socialized program"; "Guidance work has been enriched and emphasized"; "Art, music, and auditorium work are stressed"; "A flexible program and a choice of studies are provided"; "Health clubs have been developed"; "Prevocational work has been developed"; "A health program has been developed" (8); "Ethical culture and how to use leisure time are stressed."

It is very evident from these quotations that some influence—whether it be the bulletin on Cardinal Principles or something else—has notably affected the aims, spirit, subject matter, and methods in our secondary schools. Much of the reform is just getting nicely under way. In particular there is evidence that many principals and other supervisors are organizing their faculties into study clubs and committees, with the purpose of imbuing them with the idea of the need of reorganizing school work, eliciting their active interest in efforts to bring about the changes, and actually working over curriculum material so as to make it harmonize with the real demands of the community in which the school is located.

Question Six asked principals to rank the seven objectives in the order of the attention actually given to them in their own schools. The following table (Table VI) shows the results of the canvass. These figures should be interpreted as follows: Health, for example, was given first place by 45 principals, second place by 31 principals, third place by 31 principals, etc. The total average weighted score for Health is 70. This figure is obtained by multiplying the number of votes in each case by the number of the rank accorded, getting the sum of these weighted rankings and dividing this sum by seven. On this basis it is apparent that the order of importance actually assigned to these objectives—taking the country at large—is as follows: 1. Command of Fundamental Processes; 2. Citizenship; 3. Health; 4. Vocations; 5. Ethical Character; 6. Worthy Home Membership; and 7. Use of Leisure Time.

Several principals replied that it is utterly impossible to rank the objectives in accordance with the literal wording of the question, saying that they have endeavored to emphasize all, or nearly all, of them equally.

TABLE VI

Shows the rank each objective is accorded by principals, as determined by the actual atteneion given to it in the schools

		1		2		3		4		5		6		7		Totals			
	Rank	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Gross score	Weighted score	Average score	Final rank
1	Health	45	45	31	62	31	93	22	88	15	75	13	78	7	49	164	490	70.0	3
2	Fundamentals	75	75	27	54	17	51	15	60	13	65	8	48	7	49	162	402	57.4	1
3	Home membership	1	1	8	16	19	57	25	100	29	145	42	252	32	224	156	795	113.5	6
4	Vocations	9	9	30	60	20	60	29	116	24	120	16	96	26	182	154	643	91.9	4
5	Citizenship	33	33	53	106	44	132	19	76	10	50	5	30	0	0	164	427	61.0	2
6	Leisure	3	3	3	6	15	45	29	116	28	140	40	240	44	308	162	858	132.5	7
7	Character	17	17	20	40	21	63	18	72	34	170	23	138	29	203	162	703	100.4	5

Question Number Seven asking which of the seven objectives merit special attention brought out the following vote:

1 Health	68
2 Fundamentals	30
3 Home membership	14
4 Vocations	25
5 Citizenship	59
6 Use of leisure	23
7 Ethical character	35

It is obvious from these figures that generally more than one objective was mentioned by each writer as meriting special attention. Indeed, 51 who are not recorded above, replied to the question by saying "All are equally important;" twelve others made no reply whatever.

It is apparent from the replies to this question that health training and citizenship training are most commonly regarded as meriting most attention to-day.

To the correlative question, namely, Which objectives, if any, merit little attention, the most unsatisfactory replies of the entire questionnaire were given. Sixty-two individuals ignored the question completely; 49 replied to it by saying, "None"; while 11 answered by saying "All"—obviously a careless and unintentional answer. Of the few who did reply specifically, the judgments ranged as follows:

Health, 2.
Fundamentals, 11.
Home membership, 18.
Vocations, 15
Citizenship, 3.
Use of leisure, 15.
Ethical character, 14.

Here, therefore, so far as the figures mean anything, they tend to indicate that training for worthy home membership, if not the least important of the objectives, is certainly the most difficult to realize or to strive to attain directly. Next to this, comes training for the use of leisure time; when follows training in ethical character; while fourth in the list is training for a vocation.

Question Number Nine brought out a great variety of answers. It sought to learn what the chief obstacles to reforms have been found to be. Among the scores of replies the more significant ones are as follows: "Lack of a philosophy of education"; "Lack of coöperation on the part of parents"; "The conservative attitude of teachers" (10); "Lack of properly trained teachers" (12); "Traditions" (21); "Lack of time" (8); "Lack of suitable text-books" (5); "Lack of equipment" (9); "College requirements" (5); "Lack of moneys" (9); "Limitations put on us by the State Department" (2); "Desire of teachers to teach subject matter"; "Academically educated prominent citizens"; "Lack of information on the part of parents and teachers"; "Lack of scientific data on new material"; "Educating the public"; "The cost of vocational work and the prejudice against it"; "The lack of knowledge respecting the best means to be used to arrive at the given objective"; and finally, "the fault is my own."

It is pretty evident from these replies that inertia and tradition are the outstanding obstacles to curriculum reform,—as they are doubtless the chief obstacles to all reforms. If only teachers and parents can be got to take a new point of view—namely, that the task of teaching involves much more than inculcating and testing knowledge, and that the real purpoes of education is to develop character through the implanting of ideals, the arousing of interest, the training of independent thought powers, and the making and fixing of habits of appropriate execution—if only this new conception of a teacher's task can be firmly rooted in the philosophy of all individuals, then—and then only—will the advance to the seven objectives become a continuous and concerted movement.

Question Number Ten asked for suggestions for overcoming the major obstacles. The following are the most meritorious contributions: "Time and patience, with constant effort on the part of the principal"; "Introduce reforms slowly, prove them as you go, and put them into permanent operation as you can"; "Organize vocational work on a project basis outside of school"; "Keep at it until all teachers feel the importance of the objectives"; "Proper teacher training and publicity of the right kind"; "Send teachers to summer school to take courses under instructors favorable to education"; "Provide surveys and investigations which will show the need for improvement"; "A thorough knowledge of the general and special

objectives"; "A series of talks on the curriculum"; "Have teachers familiarize themselves with some of the recent studies and treatises on the curriculum"; "The clergy, irrespective of faith, should be brought into closer association with high-school administration"; "A revision of the taxing system with larger taxing units"; "A special syllabus for each subject"; "University extension courses"; "A well organized vocational guidance program"; "Having teachers' committees work on the problem"; "Arouse a professional enthusiasm among teachers"; "Give greater publicity to the school by having parents observe the school in operation"; "Have teachers visit schools that have reorganized and are using the newer methods"; "Give more publicity to the reform ideas by means of teachers' meetings, conventions, and the press"; "Make use of parent-teachers' associations"; "Pay the price and get capable teachers only"; "Have a citizen agent"; "Secure sane, progressive principals."

Here again, the solution seems to be the old Scriptural injunction. "Precept upon precept, precept upon precept; line upon line, line upon line; here a little and there a little; that they may go, and fall backward, and be broken, and snared and taken." If these injunctions be followed, in time, possibly, the heathen may be overcome, the enemies conquered, the wisdom of the progressive leaders be made victorious. Let the hosts march on!

Question Number Eleven asked if any schools were known in which the curriculum is being radically reorganized in response to the needs of modern life? Sixty-four individuals ignored the question or at least failed to reply; 82 said they knew of none; 37 named particular schools that are thought to be doing this; while one apparent skeptic replied with the counter-question: "What are the needs of modern life?"

All told, 26 different cities or towns were specifically named as qualifying under the terms of the question. Of this number, 21 were named by individuals who apparently have based their judgments upon hearsay evidence. At least, the 21 cities were mentioned by non-residents of those cities. Four cities, however, not only did not seem to need to have their cases proved; they even acknowledged their virtues themselves.

To the final question, namely, "Do you feel that on the whole the curriculum of your high school is adjusted to the needs of

adolescence and of your community," 47 answered unequivocally "Yes"; 57 answered with a qualified "Yes"; and 71 unqualifiedly replied "No." The answers of the 57 who gave a guarded affirmative reply may perhaps be attributed to an excess of modesty. In all probability, too, the common situation throughout all of the schools is pretty well indicated by the following quotations taken from the reports: "No, our school is not properly adjusted to those needs, but rapid improvement is being made"; "No, we are short of funds to carry out our desires—particularly in reference to a vocational program. We soon will be able to begin." "No, there is still room for improvement"; "No, the process must be one of growth and education, not revolution"; "No, our curriculum, like all others I know, represents a bundle of educational and pedagogical compromises and expediencies."

In general conclusion, it seems perfectly obvious that a new light has broken over many, if not most, of our high schools in recent years. The bulletin, *Cardinal Principles of Secondary Education,* with its formulation of the seven objectives, has contributed much to the cause of reform. Other agencies have, also, shared extensively in the good work. A new body of teaching materials, a new set of classroom methods, a new spirit of school procedures, and above all, a new statement of ideals, aims and purposes, have come out of the recent discussions and the recent literature relating to secondary education. Goals have not, generally, as yet been reached, but steady progress towards them appears to be making. In particular, principals are putting before their teachers, their pupils and their lay constituencies, the outlines of the newer theories and plans, and are challenging the interest and the coöperation of all these classes of potential assistants.

Principal E. H. Kemper McComb, Emmerich Manuals Training High School, Indianapolis, Indiana, read the Treasurer's Report:

REPORT OF TREASURER

National Association of Secondary-School Principals

January 1, 1924, to December 31, 1924

Presented at Cincinnati, February 25, 1925

Receipts

Balance in bank, December 31, 1923		$1,434.58	
Annual dues from members	$2,386.00		
Sale of Yearbooks	304.50		
Sale of Uniform Certificate Blanks	42.10		
Honor Society Fees	2,668.50	5,401.10	
			$6,835.68

Expenditures

Secretary's Office			
Printing	$ 131.90		
Postage	114.60		
Bond	5.00		
Clerical services	360.00		
Circularizing high-school principals	293.33		
Cheque returned (N. S. F)	2.00		
Miscellaneous	.35	907.18	
Eighth Yearbook			
Printing	$1,287.72		
Cartage	10.00		
Postage	119.50	1,417.22	
Convention in Chicago, 1923			
Postage (Committee on Resolutions)	$ 5.45		
Guest at banquet	2.00		
Hotel	41.15		
Badges	88.36		
Postage and telegrams (President)	9.63	146.59	
Honor Society			
Printing	168.50		
Charters	299.51	468.01	
Executive Committee			
Meeting in Cincinnati, October 18 and 19, 1924		509.96	$3,448.96
			$3,386.72

Balance in bank, December 31, 1924 ..... $3,386.72

Audited and approved the 24th day of February, 1925.

E. H. Kemper McComb,
Wm. A. Wetzel,
E. Sauvain.

Mr. McComb reported that the Auditing Committee had scanned the books of the Treasurer of the Association and had found them correct as summarized above. He also moved that seven hundred ($700.00) dollars be voted for clerical help for the Secretary for the current calendar year. The motion carried.

SEVENTH SESSION

The seventh and eighth sessions were held in Hughes High School. The morning session consisted of two departments: the senior high school and the junior high school.

SENIOR HIGH-SCHOOL SESSION

President L. W. Brooks called the senior high-school department to order at 9:30 a. m. in the auditorum, Thursday, February 26th. The first speaker, Principal Homer P. Shepherd, High School, Lincoln, Nebraska, presented the subject: *Physical Education as a Contributing Element in the Health Program of Lincoln High School.*

PHYSICAL EDUCATION AS CONTRIBUTING ELEMENT IN THE HEALTH PROGRAM OF LINCOLN HIGH SCHOOL

HOMER P. SHEPHERD,
PRINCIPAL, HIGH SCHOOL, LINCOLN, NEBRASKA

Since 1916 the educational forces within the Lincoln school system have endeavored to study, interpret, and coördinate the aims, materials, and methods in the field of school health work. To-day medical inspection is given annually to all school children. The health staff is made up of two half-time dentists, an eye, ear, nose and throat specialist; heart and lung specialist, a nutrition worker, four nutrition doctors, each one in charge of a nutrition class (using Dr. W. P. Emerson's method of conducting the nutrition educational work), four nurses have charge of about 13,000 pupils, one special nurse in charge of an open air room, who assists in locating cases of tuberculosis in the school system. The whole department is in charge of a medical director of school health.

A school surgical clinic is in operation where diseased tonsils, adenoids, and trachoma are treated. Mid-morning lunches to underweight children are served in all school buildings in the system. Correction is furnished for all defects of children who request it on account of inability to pay for such service.

A special school health fund is in existence which is used to pay for mid-morning lunches, cost of specialists and X-ray work where parents are unable to provide such service.

A free children's clinic is open on school days from four to five o'clock, and on Saturdays from ten to twelve a. m. in the health department office where parents may bring their children for conference and medical advice and assistance. This clinic was organized to eliminate numerous home calls usually made by school nurses in following up corrections for physical defects. No child is examined in this clinic unless accompanied by a parent or some adult. By checking up the individual needs, such as diet, sleep, etc., the school health department is able to drive health facts into the home.

The time allotted me on the program permits me to stress only the part which physical education contributes to the coördinated health program in the Lincoln school system. The system is committed to a program of supervised play and recreation in that the newer school plants include adequate playground space. These activities are under the general direction of a school supervisor of physical training.

The twelve-acre tract on which the senior high school is located has made possible the development of an out-of-door program of physical education and sports. On this tract are located

four tennis courts,
two full-sized hockey fields and one practice field,
one baseball field, and

two football fields, one of which includes a stadium of concrete construction costing $21,339.84 with a seating capacity of 6,000. Beneath the bleachers are lockers and showers sufficient to accommodate 200 boys and 100 girls. The stadium is purely a Lincoln High-School project financed altogether by the students and alumni. In less than a year and a half $14,000 has been paid on the project, all but $650.00 (donated by the almuni) of this amount has been paid out of the surpluses of school activities.

Within the building are two gymnasiums, one for boys and one for girls, and a swimming pool 24x60 feet.

Last year the physical training requirements for graduation were raised to eight hours for boys and eight and one-half hours for girls, two hours of which must be earned in after-school sports. The formal gymnasium work includes swimming as well as floor work. The eight and one-half hours required of girls includes a two and a half-hour course in personal hygiene and home economics.

The 41.7 per cent with flat feet give evidence that we are fast becoming a nation of button-pushers and lever-pullers. The per cent is so high that corrective exercises for such defects is a formal part of all gymnasium class work. Impressions are kept and a check made three times each semester to note what improvement has taken place.

The thorough medical examination bars from competitive sports and heavy gymnasium games and work those having bad hearts, hernia, thyroid defects, and those ten to fifteen per cent underweight. However, these pupils are allowed to remain in the department and in place of the heavy games and sports is substituted a type of work which fits their needs.

The most pronounced cases of spinal curvature are placed in separate corrective classes which meet four days per week for forty minutes. In this way they earn a two-hour physical training credit. These pupils are checked three times each semester in order to determine what improvement if any has taken place.

Physical education in the Lincoln High School has come to mean something more than mere exercise, as those who are fifteen or more per cent underweight rest for forty-minute periods per week. These students are given a physical training credit of two hours. They are weighed weekly.

GAINS AND LOSSES IN WEIGHT OF 28 BOYS OVER A PERIOD OF 4½ MONTHS IN SPECIAL REST CLASS

Lbs.	
Loss *	1
Gain 0- .9 *	1
1-1.9 * *	2
2-2.9 *	1
3-3.9 *	1
4-4.9 * * *	3
5-5.9 * * * * * * *	7
6-6.9 * * * * *	5
7-7.9 * * * * *	5
8-8.9 * *	2
Total	28
Average	5.2

We are planning this coming semester to group the heart cases in special classes for corrective work.

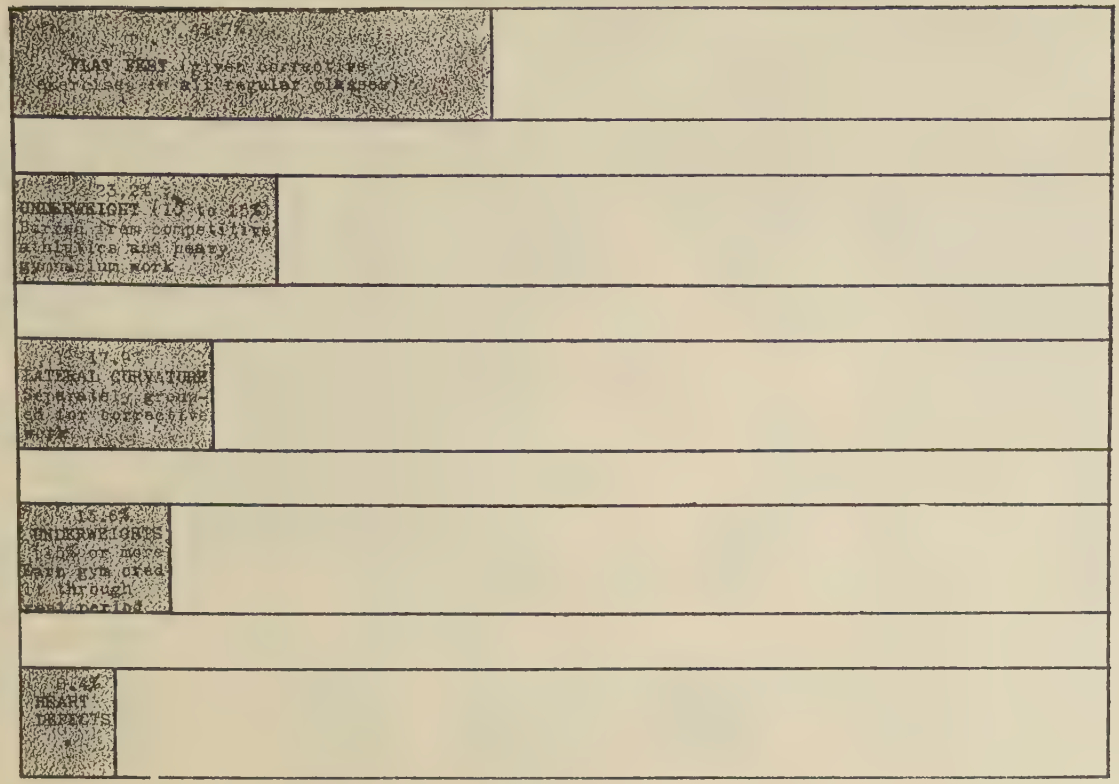
All gymnasium pupils, and those wishing to enter the competitive sports, are first given a medical examination by specialists within the school day, to determine the physical fitness of all individuals for each type of exercise or contest offered on the program. On the health card of these pupils are recorded heart, lung, skin, hernia, glandular, hearing, vision, teeth, gums, and spinal curvature defects. The results of the physical examination covering height, weight, and flat feet are made by the physical training teacher and recorded. In the light of these facts, the specialist then determines into what type of work the pupil may enter with profit.

The following graph shows the per cent of students needing corrective exercises in the Lincoln High School for the first semester of the present school year.

The sport program starts at 3:30 each day, one-half hour after regular class work closes. This program has been in process of development for several years and has gained favor from year to year until now it is a common sight to find daily three or four hundred high-school students engaged in after-school sports. Making a two-hour sport credit a requirement for graduation was a natural evolution in the development of such a program. The general acceptance of such a requirement by the students has been greatly stimulated by taking all indoor physical training classes out of doors every day the weather permitted. This present semester we have five classes (219 pupils) whose pupils were enrolled with the understanding that they would take all of their class work out-of-doors. Their out-of-doors costume consists of old clothing and shoes suitable for such work. On bad, stormy days these boys are given health talks instead of reporting to the field. However, there are very few days on which these boys have not been out in the open for eighty minutes.

The interests of the individual pupil must be taken into consideration in planning such a program in order that he may carry his play to the point of satisfaction to himself. As a consequence, the physical training teachers last year held personal interview with all students in the school to ascertain their first, second and third

PER CENT OF STUDENTS NEEDING CORRECTIVE EXERCISES


PLAY FEST (given corrective exercises or irregular attendance)
UNDERWEIGHT (15 to 25%) barred from competitive athletics and heavy gymnasium work
LATERAL CURVATURE (barred, excused for corrective work)
UNDERWEIGHTS (15% or more born gym excd through
HEART DEFECTS

* Barred from competitive athletics and heavy gymnasium work.

* Normal	44.3%	10% underweight	13.3%
4% underweight	10.3%	15% underweight	19.7%
7% underweight	10.7%	20% underweight	3.9%

choice of sports. The following table shows the distribution of choices:

The enrollment for the various sports is now made a part of the regular academic machinery of registration.

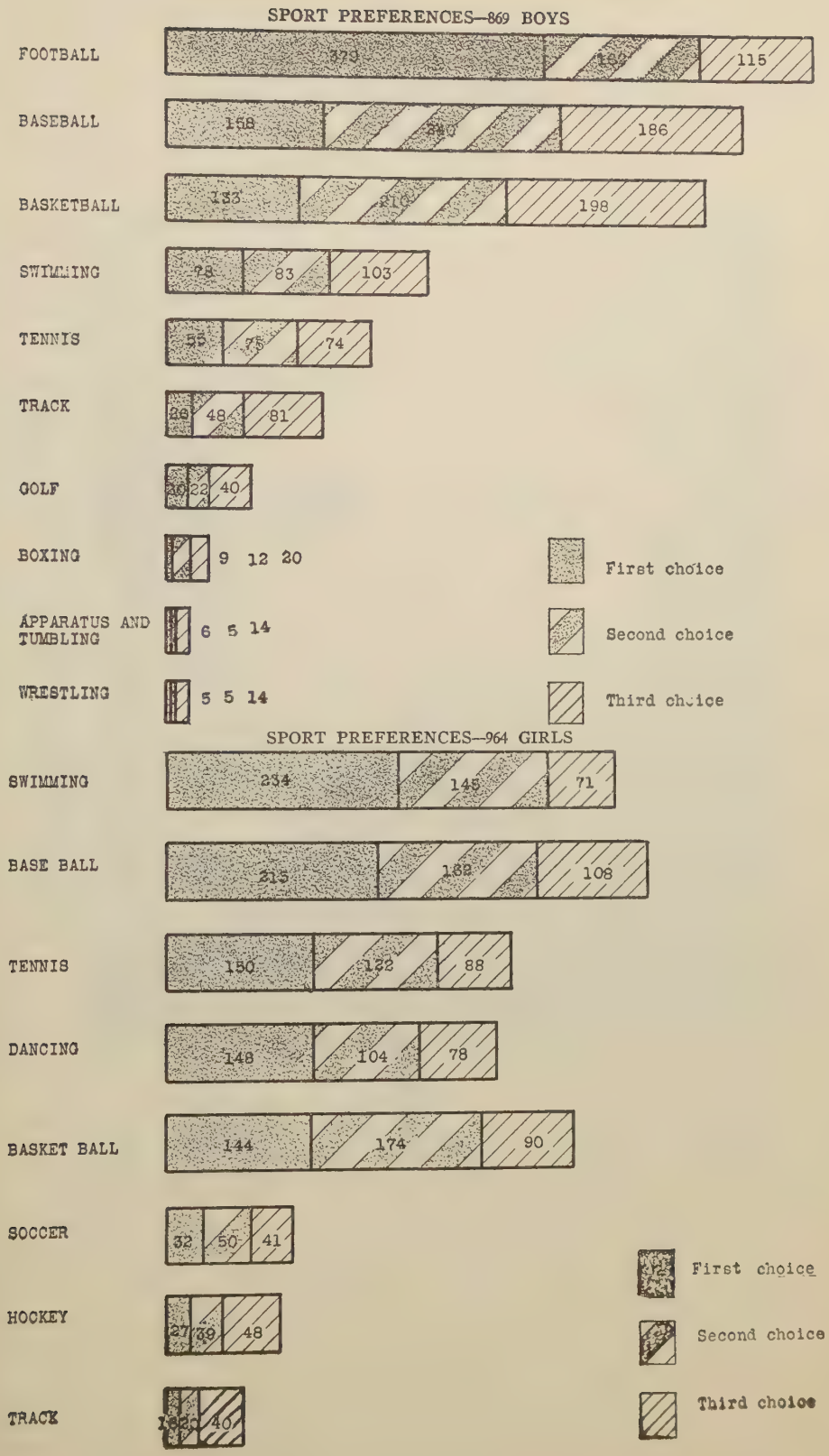
Our slogan, "a sport for every student and every student in a sport" has been worth-while as an ideal to hold before the school. The indoor and outdoor sport program is run simultaneously at the close of each school day throughout the fall and spring of the year. The sports for the winter season are all indoors. The following table shows the cycle of sports:

Boys		Girls	
Indoor	Outdoor	Indoor	Outdoor
Boxing	Football	Swimming	Soccer
Wrestling	Tennis	Volley ball	Hockey
Apparatus work	Golf	Dancing	
Tumbling			
Basketball			
Swimming			
	Winter		
Basketball		Swimming	
Gymnastics		Dancing	
Tumbling		Basketball	
Boxing		Volley ball	
Wrestling			
Individual proficiency			
	Spring		
Gymnastics	Spring football	Swimming	Baseball
Tumbling	Track and field	Dancing	Track
Boxing	Intra-class meet	Volley ball	Tennis
Wrestling	Dual meets		
Swimming	State pentathlon		
	State meets		
	Baseball		
	Tennis		
	Golf		
	Horseshoe		

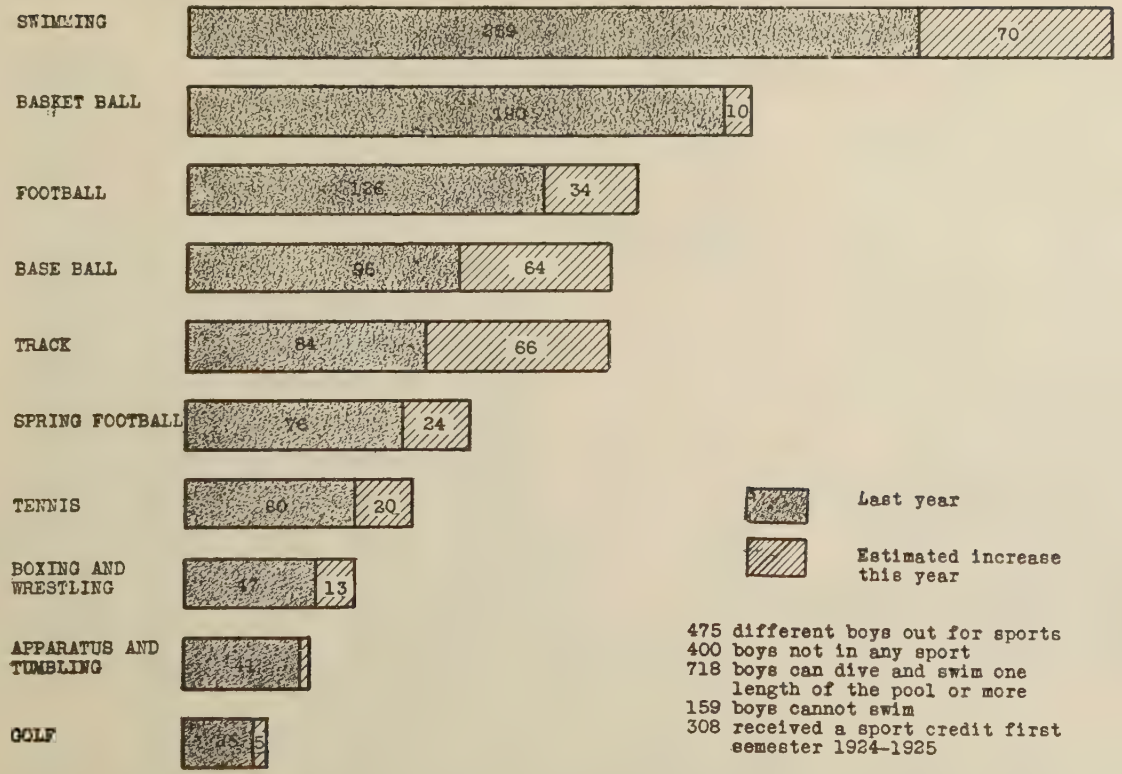
During the year the following intra-mural tournaments were held among the boys:

Soccer	Indoor ball
Basketball	Playground ball
Battleball	Gymnastic competition
Volley ball	Swimming
Track and field	Baseball

The annual interscholastic contests held are as follows: football, basketball, track and field, baseball, swimming, tennis and golf.

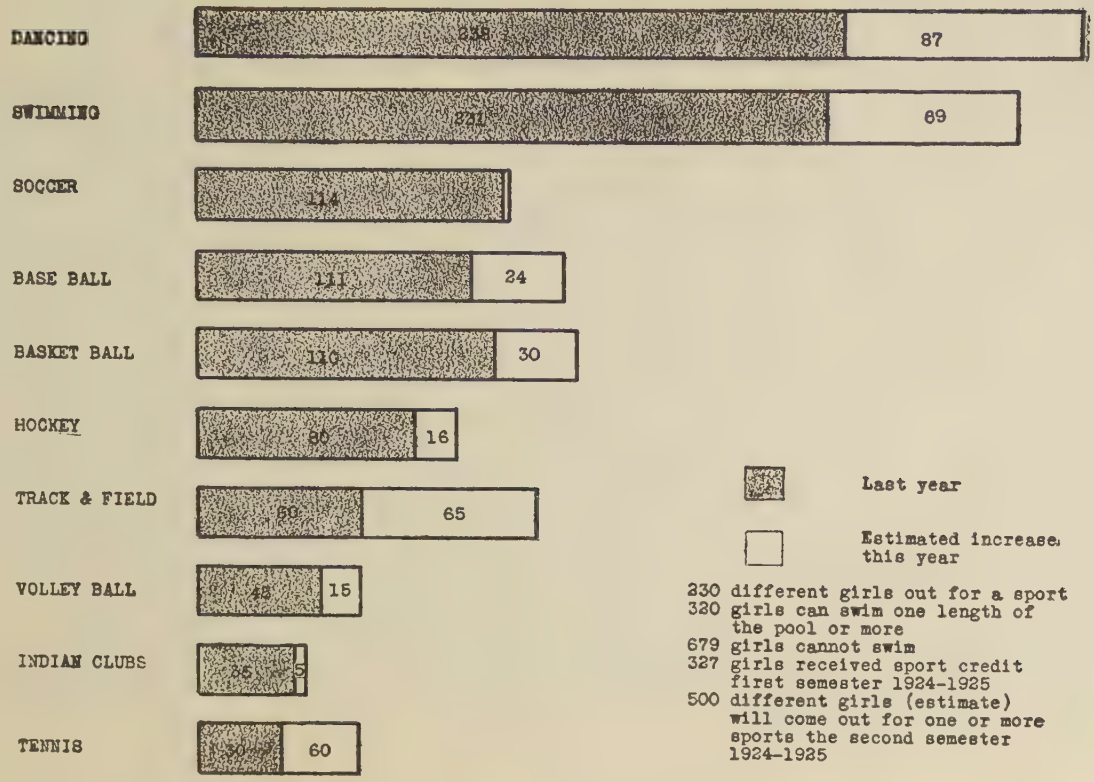

SPORT PREFERENCES—869 BOYS
FOOTBALL
379
115
BASEBALL
158
186
BASKETBALL
133
198
SWIMMING
78
83
103
TENNIS
55
74
TRACK
48
81
GOLF
22
40
BOXING
9 12 20
APPARATUS AND TUMBLING
6 5 14
WRESTLING
5 5 14
First choice
Second choice
Third choice
SPORT PREFERENCES—964 GIRLS
SWIMMING
234
145
71
BASE BALL
215
108
TENNIS
150
122
88
DANCING
148
104
78
BASKET BALL
144
174
90
SOCCER
32
50
41
HOCKEY
27
39
48
TRACK
40
First choice
Second choice
Third choice

Actual Participation of Boys in after school sports in 1923-24 and estimated increase in 1924-25



475 different boys out for sports
400 boys not in any sport
718 boys can dive and swim one length of the pool or more
159 boys cannot swim
308 received a sport credit first semester 1924-1925

ACTUAL PARTICIPATION OF GIRLS IN AFTER SCHOOL SPORTS IN 1923-24 AND ESTIMATED INCREASE 1924-25



Sports and athletics afford the best types of exercise both in respect to physiological effects and to the possibility of a constructive contribution to the formtaion of social qualities desirable in a democracy.

The preceding tables show the number who came out for the various sports during the year 1923-1924. The enrollment for the present year is only approximate, based upon the number who have already participated. The totals do not represent so many single individuals as many pupils participate in the sorts the whole year. For the first semester of this year 308 boys and 270 girls earned an after-school sport credit.

The most urgent problem facing the physical training department is the determination of a technique for obtaining a measure of physical efficiency of each individual by means of objective tests. In the past our aims have been too general and have not brought about the desired results. Instead of saying that a boy can swim the length of the pool we ought to be able to say that one has not reached proficency for his physiological group until he can swim he length of the pool in a given time. We are endeavoring to work out tests of an objective nature which will serve as a guide for improvement. With this in mind, certain groups in the school are being run on an experimental basis, including tests of a run, jump, throw, accuracy and skill.

Principal W. W. McConnell, High School, Winfield, Kansas, read his paper, *The Principal As a Supervisor.*

THE PRINCIPAL AS A SUPERVISOR

W. W. McConnell, Principal of High School,
Winfield, Kansas

The two primary factors in the growth of a nation are: (a) the conservation and development of integrity of character in its people, and (b) the efficient use of human energy for human benefit. So fundamental is the need of these two factors that failure to properly provide for them points to national disaster. These challenges obligate no member of society more than the high-school principal. Very properly and well have the professional duties of the high-school principal been classified as:

1. Organization and administration.
2. The improvement of instruction.
3. Social or the direction and stimulation of activities.

These duties are inter-related, comprehensive, and complex. In his new book, "The Economy of Human Energy," Thomas Nixon Carver makes two statements that have a peculiarly definite application to the high-school principal in his supervisory capacity:

(1) "Generally speaking, he is the greatest man who happens to possess the kind of knowledge which makes him most nearly indispensable to the rest of the community."

(2) "More accurately, therefore, we should say that ignorance is a lack of that kind of knowledge of which society feels that it wants more than it has got."

Supervision is seriously in need of these qualities of personal greatness and is obstructed by "ignorance which is lack of the right knowledge."

The educational importance of the high-school principal is largely measured by his ability to improve the instruction of the teaching corps for which he is responsible. This supervision is usually difficult, irksome, discouraging, and consequently neglected. Many reasons for this neglect are at once admitted, others are easily apparent. Dr. L. V. Koos in his book, "The High-School Principal," page 46, gives this table:

Table X. Distribution of Occupational Choices as Under-graduates of High-School Principals

	Occupations	Number	Per cent
I.	Educational Work	235	52.1
	1. Teaching	196	43.5
	2. Administration	28	6.2
	3. "Education"	11	2.4
II.	Other	134	29.7
	4. Ministry	9	2.0
	5. Law	42	9.3
	6. Medicine	21	4.7
	7. Engineering	16	3.5
	8. Chemistry	11	2.4
	9. Business	9	2.0
III.	No Reply	82	18.2
	Totals	451	100

His conclusion is interesting and significant. "Only twenty-eight or 6.2% of all principals had planned to engage in educational administration, and only eight of these were looking forward to the high-school principalship." Evidently the undergraduate vocational target is highly tentative, and we have a large per cent of accidents of doubtful preparation in our profession. Of the four hundred fifty-one principals studied, forty-two chose law and only eight the high-school principalship. These facts clearly predict a lack of supervisory equipment on the part of many principals. Later in the book the writer recommends that in a five-year preparation for high-school principalship, at least three years of this period should be mapped out with the high-school principalship in prospect. Larger schools considerably increase the proportionate supervisory functions of the principal by placing an increasing proportion of time at his disposal for that purpose.

What would be some logical first-steps in the supervision of instruction? I will suggest these five:

1. A "Will to progress" based upon principles which merge life aims and educational objectives.

2. The construction of a chart of departmental statistics and evaluations of educational objectives by instructors.

3. A program of coöperative curriculum construction upon which instructors should be enthusiastically engaged.

4. A set of unifying plans and specifications for course outlines.

5. A general pattern for supervision of class-room instruction

Let us consider these steps in the order mentioned.

For the first, a "Will to progress" based upon principles which merge life aims and educational objectives, the following might be acceptable:

WE SHOULD PROGRESS BY:

1. The encouragement of a desire for, an establishment of, and the utilization of the proven principles of science, religion, education, and human relations.

2. The creation of agencies productive of experts and the operation of society and its activities on judgments based upon their recommendations carefully balanced with common sense.

3. Recognizing that progress consists of spiritual and material achievements, the value of the material achievement to be measured by its spiritual contribution.

4. A clear recognition that human improvement is the only ultimate improvement.

5. The extension of GOOD WILL to the control of all activity.

These principles apply to all life's activities and may be too broad for technical educational application. Permit me, then, to restate some educational principles that relate to instruction given by the late Dr. Alexander Inglis in Chepter X of that excellent book, "Twenty-five Years of American Education."

1. Better recognition of the factor of individual differences.

2. The tendency to reduce emphasis on formal values and emphasize functional in content and method.

3. The tendency to emphasize social values.

4. The reorganization of material in terms of the laws of learning.

5. The tendency to subordinate deferred values. Pupil recognition of values.

6. Increased emphasis on the element of motivation.

Not only the best philosophy of education but the best thought on life itself must converge on this supervision job.

For the second step, the construction of a chart of departmental statistics and evaluations of educational objectives by instructors was suggested. To me, the following affords a very satisfactory basis of thinking of costs and evaluations. The departments are listed in the left vertical column and the horizontal headings are:

1. Departments.
2. Salary costs per year.
3. Number of teachers.
4. Departmental daily recitations.
5. Departmental instruction cost per day.
6. Departmental cost per pupil per day, then evaluations under.
7. Health.
8. Command of fundamental processes.

9. Worthy home membership.
10. Vocational efficiency.
11. Citizenship.
12. Proper use of leisure time.
13. Ethical character.

Statistics for the first items can be obtained in the office. Information on the objectives must come from the teaching group. It is said: "The child and subject matter meet in experience, the curriculum is the plan of these meetings." Obviously, the teacher, not the principal, primarily controls the experience contacts. A careful consideration of teacher judgments on educational objectives is imperative. Early in the school year request was sent to the teachers in this form:

"I would like to have you do a piece of close thinking in evaluating or rating your subject in terms of the Cardinal Objectives of Secondary Education. There is an over-lapping of values, in that some of the elements that make for worthy home membership also contribute highly to citizenship and other objectives. The same subject matter may, and usually does, contribute to more than one objective. For that reason, I will ask that you rate the power of your subject as taught by you to contribute to the various objectives. I would like the benefit of your best judgment. Rate each objective on a scale of ten points.

1. Health .....
2. Command of the Fundamental Processes.....
3. Worthy Home Membership.....
4. Vocational Efficiency .....
5. Citizenship .....
6. Proper Use of Leisure Time.....
7. Ethical Character .....

Total (Cannot exceed 70).

But the completed tabulations perplex the principal. To which objectives and to what extent do English or social science or shorthand contribute? What should be their respective contributions? Can teacher or principal follow the lead of some of our distinguished educators and further analyze subject matter to instructional units of activities and ideals? At least a significant question has been raised.

A CHART OF INSTRUCTIONAL COSTS AND EVALUATION OF OBJECTIVES

Departments	Salary Costs per Year by Departments	Number of Teachers by Departments	Daily Recitations by Departments	Cost per Day by Departments	Cost per Pupil per Day by Departments	Health	Command of Fundamental Processes	Worthy Home Membership	Vocational Efficiency	Citizenship	Proper Use of Leisure Time	Ethical Character
English	12152.50	9	1010	67.51	.06	2.3	10	7.6	5.3	9.8	9.8	7.7
Social Science	10783.50	7	924	59.90	.06	3.8	2	7	4.5	9.2	6	7.4
Mathematics	7404	6	683	41.13	.06	1.6	9.3	4.3	5.5	6.6	2.1	5.1
Science	4226	4	346	23.47	.068	6.7	5.2	8.7	4.5	8	5.7	4.5
Domestic Art	2610	2	210	14.50	.069	8	9	10	8.5	10	10	10
Domestic Science	3400	2	186	18.88	.101	10	4	10	6	8	8	9
Manual Training	7550	4	412	41.94	.101	3.7	7.5	4.7	7.5	6.7	6.5	5
Commercial	5040	3	541	28.00	.051	3.6	8	5.6	10	5.6	4	7
Language	3100	2	319	17.22	.053	.5	9	4	7	7	4.5	3
Vocational Agriculture	2120	2	88	11.77	.133	5.5	6.5	7.5	10	9	6	6.5
Music	1800	1	155	10.00	.064	8	10	10	10	10	10	5
Normal Training	1012	1	85	5.62	.066	5	8	8	10	8	5	10
Art	576	1	90	3.20	.035	4	8	9	8	9	8	5
Ph. Ed	3850	2	461	21.38	.046	10	0	4.5	5	10	10	10
Approximate totals	65624	46	5580	367.52	.066	5.2	6.8	17.2	7.2	8.2	6.8	6.8
						10.8	14.1	14.9	14.9	17	14.1	14.1
Per cent												=99.9%
Approximate expenditures for each objective				$7,100	9,260	9,780	9,780	11,160	9,260		9,260	=$65,600

The third step, a program of coöperative curriculum construction upon which instructors should be enthusiastically engaged. Subject matter is now baffling in its bulk. We are in an era of limited fields of intelligence. The selective principle is fundamental in curriculum construction. We cannot hope to teach everything. The publications of Bobbitt, Briggs, Bonser, Charters, Bagley, Inglis, Dewey, Thorndike, Kilpatrick, Judd, and many others have met the issue squarely by applying both science and philosophy to the gigantic task of curriculum construction. Yet, the amount of literature is something of a maze to the busy class-room teacher. It is my belief that the best brief formulation of principles for curriculum construction was published in the National Education Association Journal, December, 1924, page 344 under the in-set title: "Guiding Principles in Making Courses of Study," State Department of Public Schools, Jefferson City, Mo. A copy of this should be in the possession of each teacher. It does not take a careful scrutiny to convince one of the probable authorship of this excellent material.

GUIDING PRINCIPLES IN MAKING COURSES OF STUDY

1. Subject matter should have some positive justification.
2. Subject matter should be selected and arranged in accordance with the four outstanding contributions of modern educational theory. These are recognized as the following:
   a. General transfer is not automatic and inevitable.
   b. There is no general desirable "discipline" from what is merely difficult or distasteful.
   c. Adaptation must be made to individual differences of all kinds.
   d. Social education is of increased importance.
3. Subject matter should be so selected and presented as to:
   a. Explore the interests, aptitudes, and capacities of pupils by means of worthwhile material.
   b. Reveal to them by material otherwise justifiable the possibilities in the higher phases of activities of many kinds.
   c. To be of maximum good to the extent to which pursued.
4. Education must be considered an investment by the state to preserve and promote its own best interests.

5. The first duty of the school is to teach pupils to do better the desirable things that they will do anyway. Another duty is to reveal higher activities and make them both desired and to an extent possible.
6. Each course should be so made that any normally intelligent and industrious pupil can pass.
7. Courses of study should have two other characteristics:
   a. They should be so devised as to secure desirable integration of pupils (by common information, ideals, attitudes, and prejudices) in a democracy.
   b. They should provide for an increasing amount of differentiation and specialization, according to the needs of individual pupils, cities, and even schools.
8. Courses of study as well as curricula should be the result of continuous coöperative effort of teachers and administration officers.
9. Courses of study should always be considered tentative and should be modified whenever good reasons appear.

The fourth step, a set of unifying plans and specifications for course outlines. The following suggestions tend to make for some desirable uniformity of organization in the completed syllabi:

PLAN OF COURSE OUTLINE

1. General introductory or authoritative statment. (Explanatory Quotations are Good.)
2. Materials:
   a. Text.
   b. Supplementary material.
   c. Grade to which adapted.
3. Aims of the Course:
   a. Specific.
   b. General.
4. Outline of subject matter of the course—by six-weeks. Periods, synopsis form.
5. Methods of presentation.
6. Critical evaluation of the course.

The fifth and final step, a general pattern for supervision of class-room instruction. What should be the conditions in the class-room, what are the conditions in the class-room, what will be the conditions there after your visit? I offer the following pattern as a guide in visitation:

A GENERAL PATTERN OF SUPERVISION

1. Physical appropriateness of the situation.
   a. Room adaptation.
   b. Appearance of—teacher, pupils, furniture.
2. Purpose of the recitation and its relation to the cardinal objectives and general philosophy of education.
3. Is it apparent that there is a wholesome learning situation?
4. Are the best methods and devices employed for the accomplishment of the desired purposes? What are some specific instances? Give attention to:
   a. Assignment.
   b. Application of subject-matter.
      1. Kind—amount.
      2. Appropriateness.
   c. Skill in directing the situation.
   d. Use of supervised study.
5. How is pupil participation?
6. Strong points?
   Weak points?
7. Possibilities of improvement?

In conclusion: It is a basic assumption in this paper that the high-school principal is ambitious to expand his powers and possibilities to the maximum for the purpose of full performance of professional and non-professional obligations. Comparative evaluations clearly rate his supervisory functions as most important. Therefore:

1. He should subordinate organization and administration and social duties to the improvement of instruction.

2. He should equip himself with some specific working tools for this important task. Five have been suggested but there are many more.

3. If by taking thought and by diligent effort he can reduce the error of what must still remain a careful guess he has made some improvement over a wide area and is therefore a good investment.

Professor Thomas H. Briggs, Teachers' College, Columbia University, read his paper, *What Becomes of High-School Principals.*

WHAT BECOMES OF HIGH-SCHOOL PRINCIPALS?

THOMAS H. BRIGGS, PROFESSOR OF EDUCATION, TEACHERS' COLLEGE, COLUMBIA UNIVERSITY

For a long time in the United States a position in the schools, either of teaching or of administration, was for college men a common stepping stone to some other vocation. In spite of the tremendous increase in the number and importance of educational positions and the recent demands for professional training, both of which would naturally tend to retain men in school work, there is still a popular assumption that education is yet largely a temporary vocation, to be held only until one is ready to enter upon some work more remunerative or more congenial. This study was undertaken to ascertain what types of high-school principals abandon education, why, and what sorts of work they enter?

The first problem was to secure a list of high-school principals who, at the end of the year 1922-23, had abandoned education for some other vocation. The natural source of information would seem to be the several state departments of education, but a few inquiries revealed that although they had complete lists of high-school principals for 1922-23 and for 1923-24, they had only fortuitous information as to which men had entered other kinds of business. Consequently in the belief that the agents of one of the largest textbook companies would be more likely to have and to furnish the desired information, inquiries were addressed to them. Their responses were uniformly prompt, evincing interest and a generous attempt to list all of the principals in their territory who had abandoned education for other work. Doubtless these agents would overlook many principals leaving very small high schools, principals who spent most of their time in teaching rather than in officially promoting the efficiency of their schools; but there is reason to believe that they reported with a fair degree of completeness the men who

abandoned principalships that occupied all or most of their time with administrative duties.

Although there is no contention that the lists record anything like all of the high-school principals who abandoned education in 1923, and so no percentages are computed, the statement may confidently he made that when once a man becomes a principal of a high-school large enough to demand all or even most of his time with official duties, the chances are very great that he will remain for the rest of his working days in some type of educational work. The returns made by all of the agents of an important textbook company listed only 93 principals who had gone out of school work in June, 1923.

To these men was sent a letter and a questionnaire. The letter, a copy of which follows, was intended to enlist the interest and to insure honest and complete replies to inquiries, many of which were extremely personal:

"Dear Sir:

"Many good men have left positions as high-school principals to enter other business. The high schools need these men. It is my purpose to find out the reasons why they leave.

"With facts as a basis a threefold program might be constructed, resulting in (a) the enlightenment of the public, and consequent improvement, wherever necessary, of the conditions under which principals now work; (b) available information for young men who wish to become principals, in order that they may have a better appreciation of the position; (c) the anticipation and prevention by a teachers' college in its professional courses for high-school principals of maladjustments, antagonisms, and dissatisfaction.

"Will you not assist us in this work by answering the questions on the enclosed sheets and returning them promptly in the enclosed stamped and addressed envelope? Do it now. The inquiry blank looks long, but it can be answered, you will note, with a minimum of work. You will appreciate, I think, the importance of each item.

"The information which you give will be held in strict confidence."

The extent to which it was successful may be seen by the fact that there were thirty-five full replies (38 per cent), a number of

them supplemented by letters and comments approving the study and volunteering additional valuable information. The returns, though small in number, are believed to represent typical facts.

The questionnaire, which consisted of three multigraphed sheets, was so designed as to require a minimum of effort to record answers, but comment, which was freely made, was invited on pertinent topics. As the form of the questionnaire is unimportant at this place, it is not reproduced. The replies will be interpreted and incorporated in the following pages.

The reliability of the returns are to a large extent insured by the sincerity evinced in the voluntary comments and accompanying letters. It is only human that some of the comments reveal prejudice and a certain amount of bitterness; yet it must not be overlooked that these are factors in the decisions to enter other business. Principals who continue in education must in varying degrees feel them, and their causes are the concern not only of young men contemplating a choice of life work but also of all who are attempting to ameliorate conditions and so to improve the effectiveness of secondary education. From the superintendent of the system in which each retiring principal worked a statement concerning the causes of the principal's resignation was sought in the fall of 1924; but we are chiefly interested in how the situation looks to the man who felt that he had to get out.

The thirty-five men (there were no women) who left high-school principalships in June, 1923, for some business other than education, ranged in age from 25 to 63. The median age was 35, and half of them were between 30 and 42. All but six, ranging from 27 to 44 years of age, were married; and only five of those married had no children. The others averaged 2 1/3 children. When they entered school work 21 expected to continue permanently in it, seven did not, and seven were uncertain. There is evidence that these men had really a part of their communities, for all but two belonged, and most had been officers in, one or more local organizations. Twenty-one were members of the Rotary, Kiwanis, or Lions Club, or the Chamber of Commerce, and of the remaining fourteen only one was in a town large enough to make the existence of such an organization probable. These data, together with other facts to be presented later, show that we are concerned with a group of principals who were matured men, three-fifths of whom had at the beginning

definitely chosen education as their life work; and all of whom doubtless had accumulated by experience as well as by professional training a degree of effectiveness that should be retained, further increased, and utilized in public service. This is one of the tragedies of the business of education, that accumulated capital is thus permitted and sometimes forced to leave education and work in other fields; and yet it is gratifying that there is so little of such loss.

Thirty-four replied to the question concerning the amount of education that they had had beyond the high school. The average was 5.13 years, only two having less than four years, and nine having six years or more. Twenty-one hold a bachelor's degree, nine an A.M., two a Ph.D., and only three have no degree. The academic subjects in which they majored in college or university, range widely, with English, history, science, and Latin leading. Fourteen had in graduate work majored in education. This is further evidence that by the transfer of these men to other business, education lost valuable assets. By a comparison with the amount of education beyond the high-school had by principals reported in the studies of Davis* and Eikenberry**, the averages being 4 and 4½ respectively, we see that those abandoning principalships are distinctly superior in academic and professional preparation.

The experience of these thirty-five men in education ranged from two to thirty years, the median being twelve years. Half of them had been in the work from seven to sexteen years. Three did not tell what their penultimate position had been; one had had no educational experience; the other 31 immediately before their final high-school principalship had been:

Teacher (11).
Assistant principal (1).
High-school principal (6).
Combined high-school principal and superintendent (1).
Junior high-school principal (1).
Elementary-school principal (3).
County normal-school principal (1).
County superintendent (1).
City superintendent (4).
Professor (2).

*Davis, C. O., in Proceedings of the North Central Association, 1922.
**Eikenberry, D. H., The High-School Principal.

Eighteen had taught at one time or another in elementary schools, ten having been principals; and likewise, eighteen (twelve of them in common with the former group) had more or less experience as superintendents. It is surprising to find that one-third of these retiring principals had never in their educational experience taught in high-schools.

Why did they resign? For economy of record, the questionnaire presented nineteen possible reasons (with blanks for additional reasons), and the respondents were asked to double check the primary reason or reasons and to indicate with a single check those that were secondary. Probably some unchecked reasons had an influence, but again we must note that those given are the ones that the principals think determined their retirement.

The two primary reasons for abandoning education, each noted by nine men, were inadequate salary and poor future prospects for sufficient income. The medium salary of the thirty-five men was $2,500, ranging from $1,800 to $4,000. Three-fourths of them had salaries between $2,000 and $3,000. Of the 35, five entered business in which the initial salary was from $100 to $1,975 less than they had been receiving (average, $1,215), two with good and three with moderate prospects for betterment. Six received indefinite or contingent salaries (e.g., $2,600 and 51 per cent of the profits of a manufacturing concern), and so no statement of loss or gain can be made. Seven received in business the same initial salary that they had received as high-school principals, with prospects of material increase. And seventeen received immediate increases of from $100 to $1,500, the average being $832. Thus, it is seen that on the whole, these men were adjudged to be worth more money in other business than in education.

In this connection it is interesting to consider what advancement in salary these thirty-five men had received in their last principalships over that paid in the positions previously held. Of the twenty-nine who gave data from which calculation can be made, one had sacrificed $400. The others in an average tenure of nearly four years had received an average annual increase of $319, ranging from nothing in one year to $800 for each of two. This is further evidence that the high-school principals, who left education, had proved themselves sufficiently successful to win substantial increases in salary in the last position that they held.

Twenty-five of the men reported their average annual savings, including amounts invested in insurance, during the last three years of their school work. They ranged from $200 to $2,000, the median being $500. Half of the principals who reported on this item were able to save annually between $300 and $700. This suggests that finances may not have been so potent a reason for abandoning educational work as they state. At any rate, the per cent of income saved, is considerably above that given in budgets as ideal.

The next most common reason given for retiring from the high-school principalship was unsatisfactory relations with the board of education. Here, as might be expected, considerable feeling was shown in voluntary comment. Typical are the following: "Membership on a school board does not make a bricklayer an educational Solon"; "I would not tell them how to run their business, nor do I believe them competent to tell me how to run mine"; "The Lord made idiots for practice and then worked on school boards." How much bitter tragedy is suggested by these comments! Undoubtedly, there are board members—many more than those reported in this study—who, because of their position, assume educational expertness; and equally without doubt some of them are led to do so either because the professional educator has not a convincingly, practical theory of education, or because he is not sufficiently skilled and tactful to win board members to its support.

Other reasons, presented in the order of decreasing frequency, were poor prospects for professional advancement, desire for the advantages of a large community, poor personal relations with official superiors (checked only twice), lack of professional responsibility, and criticism by the community of personal conduct. Although this last reason was checked only once as primary, it was given as a secondary, one by ten ex-principals, thus indicating that the public is jealously interested in the conduct of those entrusted with the education of its youth. A schoolman must accept and follow the *mores* of the community in which he works.

A study of the secondary reasons given for retirement confirms the facts given above, though it reveals almost every other conceivable reason receiving two or more checks; original intention to teach only temporarily (six), insufficient time for leisure during the school year (six), desire of greater educational opportunities for children (five), dislike of constant contact with immature minds (five), desire for the advantages of a larger community (four),

"schoolmaster is looked down on" (four), pressure by family and friends (four), etc.

It should be noted that not one ex-principal checked as a primary or as a secondary reason for retiring unsatisfactory personal relations with his teachers; only one checked—and that as a secondary reason—unsatisfactory personal relations with patrons and pupils; while four frankly acknowledge that they were professionally unprepared for the principal's work. These four men had been in school work from four to twenty-one years, had served as principals from three to seven years, and had received salaries above the average of the retiring group.

Among the volunteered reasons for retirement two others are worthy of special attention. One is "a fear of growing old in a profession, while the public is looking for younger men." This is repeated in two forms: "There is only one high-school principal in my state who is over fifty years of age; I was 42 last year;" and "Young men will not enter a profession in which there are no old men." Unfortunately there has been a too prevalent practice of making a superintendent of a successful principal, despite the obvious fact that the desired training and qualifications for the two positions differ considerably. The situation seems to be growing better as the high-school principalship is recognized as a distinct profession and as the increase of large schools offers rewards for men who continue to follow it. But it is easy to name numerous men, who, though they prefer the work of the high-school principalship, have felt obliged to accept superintendencies because of the larger financial rewards (along with larger hazards, it may be said) and because of the relative public evaluation of the two positions, and there are some who, for this reason, have gone into other kinds of business.

The other volunteered reason for retirement that should claim our attention is the necessity of moving from town to town in order to secure professional advancement. This is mentioned several times and is doubtless an influence with other men who desire to own a home and develop their lives in a single community, as members of most other professions do. Of the twenty-nine men who reported data from which conclusions could be drawn, only four had gone to their last position from another in the same system. In other words, 86 per cent had found it necessary to move from one community to another in order to gain desired promotion.

The reasons for abandoning education given by the ex-principals themselves are doubtless the ones that they now feel were most important. But, of course, there is another side. Those who were forced to resign or who failed of re-election naturally are reluctant to state reasons which underlay the action of the Board of Education, but which the principals believe were unsound. To secure the other side letters were addressed to the superintendents of the cities in which the principals worked, asking them to indicate on a list identical with that in the original questionnaire the primary and secondary reasons why the principals went into business other than education. Twenty-four replies were received. Several of the superintendents stated that the dismissal of their principals was, in their opinion, unwarranted, two of them asserted that the fault lay with the superintendents, who had themselves moved on to other positions. Only six gave as primary the reason checked by the principals themselves.

The one reason standing out above all others in the opinions of the superintendents was poor personal relations with other members of the community—the public, members of the board, superior officers, teachers, and pupils. This emphasis on personality—tact, courtesy, respect, sociability, or friendliness—is far greater than that on any other phase of the principal's work. Only four superintendents gave as a primary reason, and two more as a secondary, lack of professional preparation for the principal's work. These two facts suggest the lamentable conclusion that "personality" is still the greatest factor of success in educational administration and that superintendents themselves do not estimate as highly as we should expect professional expertness of principals serving under them. This is borne out by the demands made on employment bureaus for men, who can "get along" with other people. Because of the multiple and complex contacts that principals have with other people, this ability is doubtless of prime necessity. Young men and women who do not have it would better direct their ambitions to other types of work.

What did these thirty-five men become when they left principalships? Eleven became agents for life insurance, one an agent for real estate, five became salesmen for school books or supplies, three became merchants, two lawyers, and the others took charge of church work with boys, recreational clubs, a building and loan association, a ranch, sold publicity or investment bonds, edited a news-

paper, assisted the director of a geological survey, etc. One became a manufacturer. Certainly it can not be hazarded that those who have been high-school principals are unfit for anything. Twenty-nine could, and did, estimate their first year salary in their new business. This ranged from $1,025 for a beginning lawyer fifty years of age, to $5,000 for a proprietor of a bookstore (aged 34), and a manager of a real estate office (aged 44). The median was $2,600. As has already been pointed out, most of the men received an immediate substantial advance in earnings by changing from education. As to opportunities for advancement in the new businesses two thought that they were small, twenty that they were moderate, and thirteen that they were great. Four thought that they would not continue their work, seven were doubtful, and the other twenty-four thought they were settled for life.

A question was asked as to the effect of educational experience as a preparation for the business entered. One did not answer; two, both salesmen for life insurance and real estate, thought it had been disadvantageous, one in that "school work leads one into an attitude of directing and commanding. The business world is one of different methods. It is difficult to make the required adjustments"; the other, "School work puts one absolutely out of touch with business." But nineteen thought that their experience had been highly advantageous. Some of the reasons were that it was a direct preparation, as for the selling of textbooks, that it had taught them to understand people, to organize and direct them, to meet people, to assume responsibility, etc.

Following are the reasons given for undertaking the special type of work entered after leaving the high-school principalship. The first of the two figures indicates the number giving this as a primary, the second the number giving it as a secondary reason.

Special knack or liking for this work (8-3).
Work more congenial (7-3).
It promises desirable personal contacts (6-11).
I desire to work independent of salary (4-10).
I had some previous experience in this work (2-6).
I had made special preparation for it (1-6).
I wished to devote more time to property (0-1).
Financial promise (2-0).
I have always wanted to try it (1-0).

The final question asked was "Under what conditions would you return to a principalship?" One did not answer. Of the remaining 34 three were doubtful and six replied in the negative, the latter being about the average in preparation and experience of the entire group. The other twenty-five would return to high-school principalships under certain conditions; a few of them indeed expressed an eagerness to do so. Fifteen would return if satisfactory salaries were offered. To this group four more should probably be added, as they required "a large high school" and "prospects for advancement." Seven* would demand an assurance of tenure, and one the possibility of remaining indefinitely in one town. Seven would return if guaranteed more professional freedom, with five additional ones requiring less interference from patrons, politicians, and officials. One of this group expressed his feelings in the statement, "A principal has no power; the superintendent gets the glory." Another, in contrast, wrote, "I would return if I had an opportunity for real service."

In the questionnaire suggestions were requested as to how good men may be secured and retained in high-school principalships. Eleven of the 35 volunteered no suggestions. The others, as might be expected, reversed the reasons given for their abandoning the work, emphasizing salaries and the assurance of tenure. Several additional suggestions are worthy of record: There should be a more careful selection of men for principalships, candidates being considered in light of the qualities needed for success and of their training for the work; good men should be encouraged to get better practical training during the summer or by correspondence courses at the expense of the school board; the principal should have a better professional status, with such reduction of required duties that it will be possible for him to do professional work and then be held responsible for the authority given him; he should receive more help from the superintendent and coöperation from the community.

This study shows:

1. That there is a far smaller number than is generally supposed of high-school principals who abandon education for other vocations;

*The total reasons are more than 25 as several respondents gave more than one.

2. That those who leave education are about at the average of all principals in preparation, experience, and salary, and probably above the average in their relations with the community as shown by membership in clubs;

3. That the majority of those who abandoned education were able to secure larger salaries than they had received as principals;

4. That of the several reasons given for leaving, inadequate salary was the most frequent; and

5. That the primary reason given by superintendents for the retirement of these principals was a failure in their personal relations with other members of their communties.

Principal William E. Wing, Deering High School, Portland, Maine, read from manuscript, his address, entitled, *Maintaining High Standards of Scholarship.*

MAINTAINING HIGH STANDARDS OF SCHOLARSHIP

William E. Wing,
Deering High School, Portland, Maine

The subject which has been assigned to me is a very old one. It is a subject which has been discussed by the ablest educators of all the ages. Old as this subject is, it must be brought out from time to time and "done over," because it is always with us and always will be. The older it is and the more we "do it over" the more valuable it becomes.

We, who are here to-day, have lived to see the greatest professional educational advancement since Horace Mann started us on the road to progress. The growth of our public schools and the enrichment of its curricula has been phenomenal. We have seen the great vision of educating "all the children of all the people" and yet I am not convinced that we have advanced our standards of scholarship to an appreciable degree, and I know of no way of ascertaining the truth about the standards of scholarship of all our schools. Standards of scholarship must ever be a variable quantity as the personnel of a community changes or particularly as the personnel of the faculty changes.

A standard of scholarship is also one of relativity. A school may have a very high standard of scholarship when measured by its neigh-

boring schools and yet when the standards of this school are compared with those of a school in another state, we may find that the comparison only served to show the weakness of the former.

Standards of scholarship must also vary within the same school because we no longer expect every youngster in our public schools to maintain the same level of achievement, and so we are constantly adding new subjects to our courses of study which are within the mental grasp of an ever increasing number. A manufacturer of "knocked-down" boats has this for his slogan, "Anyone who can drive a nail straight and saw to a line, can build a boat." This seems to be the standard which many high schools of this country have established for certain courses of study. I am not discussing whether this is right or wrong. I am saying that in our eagerness to make our schools fit our communities, we all have been reaching down, down, down, until our scholarship assumes as many different standards as we have courses of study, and in some of the less conservative schools there are nearly as many standards as there are students. The standard of scholarship required for admission to colleges as well as the standards which our students must maintain in order to keep their residence therein is decidedly variable, and for the same reasons that high school standards are variable. Be not deluded, this problem will not be solved to-day, at least, not by a conservative New England schoolmaster, from a conservative New England town where we still believe in the efficacy of the classics. I have attempted to show that this so-called standard of scholarship is ever a variable quantity and in the last analysis resolves itself pretty largely into an individual problem of making every student exert himself to intellectual effort.

The remainder of my talk will be devoted to methods of organization and devices which are being used more or less successfully in high school to stimulate this intellectual effort, in spite of sedans, movies and radio.

Let us start with our entering class. This conglomerate group of temperamental adolescents, who are looking forward to their high-school career as a great adventure, and who have solemnly promised themselves that they are now going to "turn over a new leaf," that they are to be indolent no longer, in short, they have avowed that they are going to study to make good. They are full of good intentions. This should be our starting point, because when we have a desire

on the part of the learner to learn, and a desire on the part of the teacher to teach, we have approached the ideal situation. For, after all, this matter of education is quite as much a matter of the heart as it is of the head. What can we do to keep alive this great desire and lend a helping hand to our adventurers?

My first recommendation is to help him make a good start by appointing the most human man on your staff as "God-father" and "trouble department" for your entering class, then have him make occasional visits to the junior high or eighth grade and talk to them about high-school traditions, customs, activities, objectives, etc. Not only is this counselor preparing them for their great adventure but the students are learning to know him, so that when school begins in September, there will be one person at least who will be familiar to the new class.

The freshman counselor should be responsible for the freshman program, and if this program is to be successful, there are two vital factors to be considered. They are, first, grouping of the classes, and second, contact with the home.

In grouping the classes, the counselor has two guesses. He can group them on the basis of their I. Q.'s or on the basis of their grammar-school records. Both of these are good, and neither is infallible. Second, it is possible to establish contact with the home by meeting parents in small groups at the grammar-school or at the junior high before the youngsters leave these schools. This meeting is most important in order to educate the parent as to how you expect them to coöperate with you in maintaining study hours. Tell them what your rules and policies are. Make them realize that while they have one or two boys and girls to keep track of, that you have hundreds and even thousands, that it is their job to keep in touch with the school and not yours to keep in touch with them, etc. In June, just before school closes, invite your entering class and their parents to attend a student assembly and have your upper classmen be the hosts and hostesses. This is the golden opportunity for the principal to "drive home" the points which he wishes both students and parents to understand.

Most parents are interested in their children, but they are timid about making inquiries. They depend too much upon the report card as a conveyance of their information, and then fail to understand

what the marks mean. Most of us do not have the clerical force adequate to get out reports of sufficient frequency to be worth while. The card which I am showing you is very effective. It reads:

This is to Certify That

_____ **has done satisfactory work in the following subjects for the week ending** _____

SUBJECT	Yes or No	TEACHER
1_____		
2_____		
3_____		
4_____		
5_____		

With this card you reverse the burden. When communicating with the home of a delinquent, supply them with some of these cards, and tell them that a daily or weekly report may be obtained by giving Johnnie one of these cards. The burden of securing frequent reports is then where it belongs, with the parent.

I believe that a higher standard of scholarship could be maintained if we could better conserve the time and energy of our students. To this end we can do much. We can prohibit any mid-week activities so far as the school is concerned. We can do much in making our departments not only coöperate but coördinate. For instance, supposing your history department assigns a 1500 word theme covering the administration of Jefferson, why should not this theme be given credit by the English department, and vice versa, if the English department has given an assignment for a book review on some historical novel, why not give credit also in your history department? You have not only conserved time and energy, but the

theme has assumed a two-fold value from the student's standpoint and a better theme will result. Again, your heads of departments might meet once a week and work out a program for the following week in order to avoid the very undesirable but frequent occurrence of having two or more major reviews come on the same day. If you have a youngster of your own in high school, you know what state of mind is his when he comes home from school with the announcement that to-morrow he is to have a test on the fifth book of geometry, the Third Oration of Cicero, and a review of French irregular verbs. He is not to be blamed for being discouraged and feeling that the job is too big for one evening's work and after all, he is tired and guesses he will go to bed and "take a chance."

I believe in the advisability of having every teacher on duty for a two-hour P. M. session twice every week, not only for make up work for absentees, but for delinquents. Some teachers should also be delegated for these afternoon sessions for the purpose of giving college preparatory students an opportunity of becoming immune to a form of juvenile torture called "Board Exams."

Probably, the greatest lever for high scholastic standards are athletic eligibility rules. The stricter these rules, the higher the standards may be.

It is the policy of some teachers to give a ten-minute written quiz at the beginning of every recitation. This is a very old, but effective device for check-mating the average boy's willingness to "take a chance" of not being called on.

The efficacy of all methods and devices for maintaining a high standard of scholarship becomes null and void unless one has a carefully selected corps of teachers, whose classes are not too large and whose time is not so taken with activities and red tape that they have no time to devote to this most important subject.

The ensemble is simply this—give your entering class a running start; keep your classes small; supply them with the best teachers available; establish contact with the home; have them work in an atmosphere of helpful coöperation at home and at school, and give scholarship half as much recognition as you do sports.

It was moved by Principal W. W. McConnell, High School, Winfield, Kansas, that a committee or commission of five members be appointed by the chairman to study and codify definitions of the professional rights and duties of the principals of secondary schools

in their relations to their boards, superintendents, and other administrative officers. Carried.

It was moved by William A. Wetzel, Principal, High School, Trenton, New Jersey, that a committee be oppointed to investigate the feasibility, ways and means of promoting a higher standard of scholarship on the part of all students in secondary schools through the organization of homogeneous ability groups and the creation of curriculums adjusted to the ability levels recognized, and that a rating system be worked out which will recognize extent of content covered and the degree of mastery attained. Carried.

It was moved by Principal C. P. Briggs that a scientific study be made on the size of classes in high school. Carried.

It was moved by A. J. Burton that the executive committee, with such assistance as it may call, consider the problems of secondary education and appoint such commissions as seem advisable. These commissions to be continuous making partial reports from year to year. Carried.

JUNIOR HIGH-SCHOOL SESSION

Principal Thomas M. Muir, Lafayette Bloom Junior High School, Cincinnati, Ohio, presided. Assistant Superintendent of Schools H. Reid Hunter, of Atlanta, Georgia, presented his paper, entitled, *Selling the Junior High School to the Community.*

SELLING THE JUNIOR HIGH SCHOOL TO THE COMMUNITY

H. Reid Hunter, Assistant Superintendent of Schools, Atlanta, Georgia

I regret very much that my chief, Superintendent Willis A. Sutton, who was to appear on this program, is not able to be present. The splendid work of selling the junior high school to the community in Atlanta has been largely due to the enthusiasm, vision, and unusual leadership of Superintendent Sutton. Instead of presenting a theoretical discussion of the subject assigned, I propose to tell you what we have done in Atlanta in "selling the junior high school to the community."

In order to get a background for the discussion of this subject, I think it will be well for me to discuss briefly the causes leading to the establishment of the junior high school in our community. Having mapped out its program, the administrative staff realized that it could not be effectively carried out until the junior high

school idea especially, was sold to the teachers, pupils, and parent-teachers' organizations,—and through them to the community at large.

The people had voted a $4,000,000 bond issue for the erection of new school buildings. Dr. George D. Strayer and Dr. N. L. Englehardt of the Department of Field Studies of Teachers College, Columbia University, were employed to make a survey of the Atlanta public school system, and to recommend a school building program. One of the principal recommendations of the survey was that five junior high schools be established. Previous to 1915, Atlanta, unlike practically every city in the South, had eight grades in its elementary schools. The Board of Education, in the middle of the summer of 1915, without notice, without planning, without advice from teachers or principals, eliminated the eighth grade. This sudden elimination of the eighth grade produced many problems, both in the elementary schools and in the high schools. Efforts were made to bridge the gap by reorganizing the course of study. This was done to some degree of success in the elementary schools but the senior high schools did not adapt their course of study or methods of teaching to meet the needs of the immature children entering the high schools from the seventh grade of the elementary schools. This lack of adjustment was reflected in the large number of failures and withdrawals of first year high-school students.

The recommendation of the survey that junior high schools be established met with favorable response from parents and teachers in so far as it offered a solution to the housing needs. Merely to restore the eighth grade to the elementary schools, or to set off to themselves the seventh and eighth grades would not meet the situation.

The large number of small elementary schools then in existence in Atlanta made it practically impossible to introduce manual arts and domestic arts, and other subjects usually found in many large elementary schools in other parts of the country.

The elementary schools and the high schools were overcrowded. The administrative staff, after a careful study of the situation in Atlanta and after having studied the theory of the junior high school and having investigated the operation of junior high schools in other

sections of the country, decided that this was the time for inaugurating a movement in Atlanta for the establishment of the junior high school.

When Dr. Strayer and Dr. Englehardt were in Atlanta making the survey, a definite publicity program was worked out in order to get across to the public the findings of the survey so that the recommendations would find ready acceptance. Dr. Strayer and Dr. Englehardt, both very forceful speakers, addressed the local civic organizations, i. e., Lions, Rotary, Kiwanis, Civitan, and Chamber of Commerce.

They also gave splendid interviews which were carried on the front pages of the three daily papers. Favorable editorial comments were secured on the recommendations. A great mass meeting was held at a large downtown auditorium, and the general recommendations of the survey were discussed by Dr. Strayer and Dr. Englehardt.

They also addressed numerous parent-teacher organizations. They pointed out very clearly many of the defects of the elementary and high schools and showed conclusively how the junior high school would be able to eliminate many of the local educational ills. This publicity was of great value in preparing the public for the acceptance of the junior high-school idea. Atlanta has a very live parent-teacher organization in every public school. Keen interest in education has been developed through this organization.

In the spring of 1923 the parent-teacher association in each elementary school had a junior high-school program at its April or May meeting. At these meetings speakers explained the junior high-school idea. Again in the spring of 1924 this plan was again carried out, but instead of having the superintendent or his assistants do the speaking, the junior high-school principals and the junior high pupils put on an educational program. The students themselves explained the purpose of the junior high schools, how the program was carried out, how the clubs functioned, and how the intramural sports were conducted. These meetings were largely attended and much good accomplished.

Near the close of school in 1924 we had an "open-house" day in the junior high schools. At this time the work of the students was put on exhibition but regular classroom work was conducted.

An invitation to visit the schools was extended to the public and to the students in the sixth grade of the elementary schools. The home room advisory groups competed for prizes in getting the largest number of parents to visit the school.

Strong parent-teachers' associations developed in each junior high school soon after the schools were organized. The second meeting of the parent-teacher associations was given over to a discussion of the peculiar features of the junior high school. The department heads explained the nature of the work and showed wherein it differed from the traditional type of work previously done in the Atlanta system. Parents were encouraged to ask questions. These questions were answered frankly.

During the winter of 1923-24 a series of educational articles were prepared by teachers and principals and were printed in one of the morning papers. These articles gave information concerning all departments of the public schools. In this series the junior high-school idea was explained in a number of articles. All were written in such a manner that the general public could understand what was being attempted in the reorganized program of education.

In selling the junior high school idea to the public we did not fail to sell the junior high-school idea to the teachers. We realized that unless the teaching staff was prepared for the junior high school, and that unless the high-school teachers had a sympathetic attitude, it would be difficult to make the junior high school a success. Dr. Strayer and Dr. Englehardt addressed numerous groups of teachers. Study groups composed of teachers interested in the junior high school were held. When we were ready for the reorganization of the course of study, numerous committees composed of elementary school principals, teachers, high-school teachers, and principals were formed. These committees did very fine work. They first studied very carefully the purpose and peculiar functions of the junior high school.

The plan of having the high-school and elementary teachers work together to get out a new course of study produced a fine cooperative spirit which still exists. The junior high-school teacher receives the same salary as the senior high-school teacher. This has promoted a democratic spirit in the two types of schools. In the spring of 1923 the four principals selected to organize the junior high schools, together with the assistant superintendent in charge

of high schools, attended the meeting of the department of superintendence in Cleveland. Following this meeting they visited the junior high schools of Cleveland, Detroit, Cincinnati and Columbus. Each prepared for our local high school journal an account of his impressions of the various schools visited. At one of the regular meetings of the board of education one member, after calling these articles to the attention of other members of the board, said: "The articles in the High School Journal alone are worth to the city of Atlanta one thousand times the cost of this educational trip."

I might explain that the High School Journal is a paper edited by the assistant superintendent in charge of high schools, with the assistance of an editorial staff composed of one teacher from each junior high school and each senior high school. It is a house organ for high school teachers. This High School Journal has been featuring for some time the junior high school. In this way all teachers have been kept informed as to what was being tried out in the other junior high schools.

At various times, we have had many prominent authorities on junior high schools in Atlanta. Among them have been Dr. Glass of the Department of Education of the State of Pennsylvania, Mr. Thomas H. Briggs of Teachers' College, Dr. Lyman of the University of Chicago, and other prominent educators interested in junior high schools. These men have spoken a number of times to our teachers. They have usually visited our junior high school and before we would let them leave our city, we arranged to have representatives of the press interview them. Our southern hospitality may have prevented them from saying the bad things about us. They usually spoke in very complimentary terms of our new school program.

Selling the Junior High School to Pupils

We knew that in order to convince the parents that the junior high schools were a fine thing, we must also work through the pupils. We realized that adding one year to the school life of a child would not be very pleasant to the elementary school pupils finishing the seventh grade in 1923. Considerable education was necessary along this line. A number of speakers, both principals and teachers and members of the administrative staff, addressed the children and explained to them the great advantages in athletics, activities,

new courses, and other things which would interest them in the junior high schools. In a short while they were sold completely on the junior high schools. Moving pictures and lantern slides featuring the junior high school have been made by our department of visual education, and have been shown and discussed in practically every elementary school in Atlanta. One of the most successful things undertaken to stimulate the pupils to go on to the junior high school was a poster contest. I have here on display a few representative posters which will give you some idea of what was attempted.

One of the finest pieces of the work done in launching the junior high school was carried through by our principals in getting out during vacation time, letters to the students, calling to their attention the wonderful educational opportunities offered in the junior high school. I have on the desk here a few copies of these letters which I shall be glad to have you take along. At the close of school in 1923 and in 1924 we arranged a program for promotion day exercises which was intended to stimulate the students finishing the elementary schools to go on to the junior high school. These exercises were scheduled during the last week of school. Parents and friends of pupils, finishing the sixth grade in elementary school, were invited to these exercises. After the pupils had finished their little program, the principal of the elementary school presented the class to Miss Mary W. Postell, our assistant superintendent in charge of elementary schools. She congratulated them on having finished the elementary schools course of study and then presented them to Mr. Sutton, our superintendent of schools. He in turn gave them their certificates of promotion to the junior high school. He stressed the importance of going on to high school, and presented the class to the assistant superintendent in charge of high schools who explained the main features of the new junior high schools. He told them how fortunate they were to have such great opportunities to participate in all clubs, and other activities in the junior high school. The assistant superintendent then presented them to the principal of the junior high school which they would attend in September. This ceremony, although short but more or less formal, made a fine impression on the students, but made an even greater impression on the parents who were present at these exercises. The Rotary Club of Atlanta has a boys' work committee. During the past two summers this club has taken great interest in getting all students finishing the sixth grade to continue their education. They have written each

boy a letter urging him to go to high school. Many worthy boys have been given financial assistance by the Rotary Club in order that they might go on to school. This club has given us two of their luncheon engagements for educational programs. At these meetings we have featured the junior high school. So in this way we have got the Rotary to adopt the junior high school boys.

Among the things which may be mentioned as having been done to sell the junior high school to the community are the following:

1. Movie school news reels featuring the junior high school activities.

2. One hundred prominent business men have visited the junior high school each year and discussed vocational opportunities.

3. Weekly school page in one of our local dailies in which junior high-school news played up.

4. Inter-junior high school athletics. Parents attend in large numbers.

5. A weekly or semi-monthly junior high-school paper.

Results

1. A city of 250,000 population was put on the junior high-school basis all at one time.

2. Considerable progress has been made in realizing the peculiar features and functions of the junior high school.

3. Pupils and teachers in elementary, junior, and senior high schools are enthusiastic over our modest beginnings.

4. No unfavorable reaction against our new junior high-school plan has yet developed.

5. 96% of the students finnishing the elementary schools have gone on to junior high school. Very few have dropped out.

6. A fine spirit of coöperation between parent-teachers' associations and the schools.

7. An awakened interest in public education has been aroused.

Mr. James M. Glass, director of Junior High Schools, State Department of Public Instruction, Harrisburg, Pennsylvania, presented his paper, *Recent Developments in the Junior High-School Field.*

RECENT DEVELOPMENTS IN THE JUNIOR HIGH-SCHOOL FIELD

JAMES M. GLASS,

DIRECTOR OF JUNIOR HIGH SCHOOLS, STATE DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG, PENNSYLVANIA

To assure reasonable limitations to this paper on "Recent Developments in the Junior High-School Field" our first concern is to define the term recent. Compared with American educational history the whole junior high-school movement is recent. Compared with its own development the last two years of the movement are recent. I have predicated this paper upon the latter definition. In order that I may still further be up-to-date in discussing a movement which advances with the speed of all modern inventions, I shall so far as possible restrict the discussion to developments occurring since our last meeting at Chicago a year ago. Of these more recent developments there have been only fleeting glimpses as we have speeded through the events of the last year or two.

PRESENT STATUS.—Even he who runs may read the signs of the practically universal approval which has to-day been given to the junior high-school movement. This is a recent development of incalculable significance to all public school men and women. Particularly is it a cause of much rejoicing to those who pioneered in the days of slower and more difficult progress. For ten years we have hopefully and patiently awaited the coming of the day when we might say, and you will pardon the present liberty we take in saying, "we told you so."

In July, 1924, a questionnaire submitted to city superintendents of centers of 100,000 population and above revealed the fact that of 68 such cities 51 were operating, constructing, or planning junior high-school developments on the 6-3-3 plan. This is exactly 75%. The junior high-school movement has attained the "passing mark" at least in our large centers of population. Of the 32 cities between 70,000 and 100,000 population 23 have adopted the 6-3-3 organization. This is 72%. The above data are given for the country as a whole.

I do not have access to data pertaining to smaller cities and communities except in our own state. In Pennsylvania 95% of our 20 cities above 30,000 population are operating, constructing, or

planning junior high schools; 54% of the 13 cities between 20,000 and 30,000; 27% of the 44 cities between 10,000 and 20,000; or of the 77 cities in the state above 10,000, 49% have adopted the junior high school as the focal point of their educational reorganization.

That the movement is spreading to smaller communities is attested by the further fact that of 95 communities in the state between 5,000 and 10,000, 27 communities or 28% are reorganizing on the 6-3-3 or 6-6 plans. These figures do not take account of 6-2-4 organizations, i.e., departmentalized seventh and eighth grades and four-year high schools; the former of which we recognize as a preparatory step to the junior high school which is frequently desirable as a transitional stage of development but which does not fulfill the generally accepted standard of an integrated three-year organization of grades seven, eight, and nine.

General Acceptance.—The last year or two, therefore, has witnessed a steady growth of the movement from larger city systems to smaller cities and to communities bordering between urban and rural population. The junior high-school movement has ceased to be an experiment. It is rapidly becoming a true development of a generally accepted purpose to reconstruct the intermediate period of grades seven, eight, and nine and to evolve the unit of transition which shall effectively and permanently articulate elementary and secondary education. The day has passed to present claims for the junior high school. The claims have been granted. The day is at hand to effect functioning of purposes, to evaluate the experience of the past fifteen years and to seek refinements and scientific procedures for further progressive experimentation in organization, administration, curriculum practices, and modern laboratory classroom methods.

Uniformity of Administration.—Recent developments in the junior high-school field in respect to this universal acceptance of the junior high-school idea have raised the question, which has from the beginning been inevitable, whether the educational system of any state or of the country can long continue partly 8-4 and partly 6-3-3 or 6-6. The adoption of an experimental junior high school in a large city has generally been followed by a decision to place the whole city system upon the 6-3-3 basis. This charactertistic development in cities will inevitably prevail, the movement spreads, in county systems, township units, consolidated schools, and finally

become the practice of state and federal plans public school reorganization.

Nationally the junior high-school development has much profited by the sponsorship which recent bulletins from the Bureau of Education at Washington have given it. Bulletin No. 29, 1924, on "Legislation on the Junior High School," by Terry and Marquis of the state of Washington gives convincing testimony that the states are directing serious legislative attention to the adoption, the standardization, and in many instances to state financial support for the junior high-school movement. Thus in recent years there has developed a tendency to give a state-wide legal status to public school reorganization on the 6-3-3 or 6-6 basis. As the reorganization spreads school codes and state laws must be amended to comply with changing conditions. To those charged with responsibility for leadership in amending present state laws, Bulletin No. 29 will become an indispensable aid.

The 5-3-3 Plan.—In the South where the practice prevails of an eleven-year public school system, two among other significant experiments have been undertaken in the past year. Atlanta has reorganized its eleven-year system upon the twelve-year basis of the 6-3-3 plan. Assistant Superintendent Reid has to-day given us an outline of the junior high-school development in his school system. A year ago there was distributed at this annual meeting Vol. 1, No. 1 of the *San Antonio Public Schools Bulletin,* describing the San Antonio development of a 5-3-3 plan. This plan organizes an elementary school of grades 1-5, beginning as is the practice in Texas at 7 years of age, a junior school of grades 6, 7, and 8, and a senior school of the 9th, 10th, and 11th years. Superintendent Rhoades' experiment at San Antonio was made the subject of an article by Dr. Judd in the *Elementary School Journal* of June, 1924.

The adaptation of the junior high-school plan to 7-4 systems led Joseph S. Stewart to write editorially in the January 1925 issue of the *High School Quarterly* as follows: "The junior-senior high school is being established successfully in many places and the process will go on with various modifications until the 8-4 and 9-4 plans will be no more. In the process of change the *Quarterly* hopes and believes that many 8-4 systems, when they study the facts, will drop a year and reorganize on the 11-year basis. This dropping of a year will compensate for the extra cost of the junior high school."

Economy vs. Enrichment.—Admittedly, the junior high-school mission to effect educational reform in harmony with present social standards and with due respect to indiivdual differences is the same in a 6-3-3 or a 5-3-3 plan. The two plans, however, plainly raise the issue whether in 6-3-3 systems the work of grades seven, eight, and nine has been so enriched by the junior high-school program of studies as to preserve a twelve-year system or whether the greater maturity of seven-year-old children entering the elementary school in eleven-year systems makes possible equal attainment in five years as can be secured in six years by the relatively younger children of six years of age entering the elementary school in twelve-year systems.

The chronological ages of children in grades six, seven, and eight in a 5-3-3 plan as developed at San Antonio and elsewhere in the South and Southwest are the same as the chronological ages of children in grades seven, eight, and nine in 6-3-3 plans. The purposes of the junior high school are not therefore affected by the type of reorganization.

However, the junior high-school movement has made insistent this other question which concerns the relative effectiveness of five years of six years of elementary education. Furthermore, the mounting costs of public school administration demand that all experiments in platoon systems, duplicate schools, 5-3-3 plans, etc., receive careful study simultaneously with the junior high-school movement itself as concomitant problems in the general reorganization of the whole school system.

Unfortunately, most of us have a bias founded upon training and experience which predispose us to favor a twelve-year or eleven-year system. The same openmindedness which has thus far so helpfully characterized the junior high-school movement must be extended to include attendant problems in either the elementary or senior high-school fields. Much has been achieved toward public school reorganization by the junior high school. Much more must yet be achieved before the movement shall have run its course.

Junior College.—A more fundamental question may be involved in the relative merits of a 6-3-3 or 5-3-3 plan than that of equal scholastic achievement in elementary schools of six or five years or of economy of costs. If the present twelve years of public-school education may without loss of actual achievement be reduced

to eleven years, there still remains the question whether the twelfth year should be retained and education correspondingly increased. Clearly society to-day does not require the same amount of education in less time but more education in the same time.

A counter movement which increases public expenditures for education is to be found in the junior college. The 5-3-3 plan and the junior college plan may not be as divergent in their effects as they as present appear. The economy possible in a 5-3-3 development may become the means of at least in part making a junior college a financial practicability.

Three Coördinate Agencies to Increase and Broaden Public Education.—Thus three trends toward a readjustment of present administrative units are operative to-day, first, a trend to effect economy in elementary education by reducing this unit to five years, second, a trend to stabilize an intermediate school of three years by segregating grades seven, eight, and nine or six, seven, and eight unto junior high schools, and a trend to extend the public school system by adding the junior colleges. All three may yet become coördinate agencies in enlarging the scope and enriching the curriculum of a larger free public-school system. Independently of the problem of financial support, society in its steadily increasing complexities of social, industrial, scientific, and international expansion now needs more free education. Each of us undoubtedly will do well first to work in the specific field in which he is privileged to serve and secondly to preserve an open mind and to suspend judgment until present experiments are consummated.

Variants of the 6-3-3 Plan.—As the junior high-school development has spread to smaller school systems there has come in the past year or two an increased adoption of several varients of the 6-3-3 plan. In the case of the city's adoption of the segregated junior high school, experiment and testing have been followed by city wide planning on the 6-3-3 system. Likewise in the case of smaller cities experiments with modified forms of the 6-3-3 type have been followed by the adoption of similar plans in other communities of an approximately equal size. This development of varient types of the 6-3-3 organization is significant for the future expansion of the junior high-school movement, since it is these variant types which will make practicable a uniform state and national type of school

administration upon a basis equivalent to that now generally approved in large school systems.

The Modified 6-3-3 Plan.—Cities which have an aggregate secondary-school enrollment in grades 7-12 of between 500 to 1,000 or 1,200 pupils are in some cases adopting a modified 6-3-3 plan by building a joint junior-senior high-school building in which one wing is devoted to the junior high school, a second wing to the senior high school, and a common unit between the two wings is composed of auditorium, gymnasium, library, cafeteria, shops, home economics rooms, fine arts rooms, science laboratories, commercial rooms, and administrative offices. One principal administers both units. Usually he acts as supervising principal of the senior high school but delegates supervisory responsibility over the junior high school to an assistant who is also charged with leadership in the specific administrative and curriculum problems of grades seven, eight, and nine.

The faculties of the two secondary units in this modified 6-3-3 plan can be segregated as in the case of the large city's 6-3-3 plan except that teachers of health, of fine and practical arts, and of elective subjects may take class schedules in both units. The economy of this modified 6-3-3 plan in regard to cost of construction and operation is readily apparent. The increased facilities in auditorium, gymnasium, library, equipment for fine and practical arts, and the increase in differentiated curricula are equally apparent.

When a school system, which has adopted this joint junior-senior high-school building on the modified 6-3-3 plan, expands, the present six-year secondary building will be adaptable to a junior high school, and a smaller new senior high-school building may be constructed to care for growth in secondary enrollment. The plan, therefore, has the virtue of providing modern and adequate facilities for both junior and senior high school; it makes practicable a present adoption of the 6-3-3 system; and it anticipates the expansion of the school system without again subjecting it to reorganization.

The 6-6 Plan.—Communities which have an aggregate secondary-school enrollment in grades 7-12 of between 150 to 500 pupils must usually, for financial considerations both of construction and operation, adopt a six-year junior-senior high-school plan generally referred to as the 6-6 plan. In these cases one common building serves both the junior and senior high-school units. There is one

administrative and supervisory leader and one faculty. This type of reorganization on the 6-6 plan has been the subject of several articles in educational periodicals of the past year. Reference should be made to an article in *Educational Review,* February, 1924, by Joseph K. Van Denburg and to a second article in *Educational Administration and Supervision,* October, 1924, by W. W. Brown.

The practicability of the six-year junior-senior high school has been positively demonstrated in many smaller systems. The advantage is that these small systems may be administered uniformly with large systems and thus benefit by the reorganized program of studies. The disadvantage is that some of these six-year secondary schools are too frequently administered as a departmentalized seventh and eighth grade unit and the traditional four-year high school without achieving the curriculum readjustments so essential to realize the increased effectiveness of the 6-3-3 reorganization.

The Trial of the 6-2-4 Plan.—One recent development in this connection which must challenge the serious thought of administrators in small systems is the experience of some city systems that a 6-2-4 organization has not attained a realization of junior-high school objectives. These so-called junior high schools which became the targets of criticism in city systems during the first years of the movement are likely to be duplicated in six-year junior-senior high schools unless certain precautions are observed.

The early stages of the junior high school development in large and small systems are occasionally and most unfortunately characterized by a mere readjustment of grades without deliberate purpose to realize the curriculum reorganization inherent in the junior high-school plan. Any effort, therefore, in the six-year junior-senior high school to adopt the name without the substance will be followed and rightly so by the same criticism which was directed against so-called junior high schools in large cities a few years ago. No successful line of least resistance can be found which will obviate for a 6-3-3, a modified 6-3-3, or a 6-6 plan the necessity to inaugurate with the adoption of the junior high school a comprehensive reorganization of the program of studies.

Integrating the Ninth Year with the Seventh and Eighth.—Particularly strong in a 6-6 system is the tendency to administer the ninth year as the first and initial year of the

four-year high school rather than as the third and consummating year of the junior high school. This is largely the crux of the whole matter in a six-year junior-senior high organization. Cities have generally conceded that the ninth year is essential to a complete and integrated junior high school. The program of studies cannot be consummated in less than a three-year unit. The purposes of the junior high school cannot be attained in less than three years. No complete integrated unit of transition between elementary and secondary education can be organized when restricted to the two upper years of the former elementary school. A composite of elementary and secondary education necessitates the integrating of a former high school year, i. e., the ninth with the seventh and eighth grades.

Moreover, ninth graders in their physiological and psychological development are homogeneous with seventh and eighth graders and not with the tenth, eleventh, and twelfth years. In the junior high school ninth graders become leaders of the high school. In the senior high school they are a submerged fourth. In the junior high school ninth graders profit by the training of natural instincts to leadership. In the senior high school they undergo a temporary and frequently a fatal quiescence in natural inclinations for leadership. The educational implications of their leadership are factors of high import to themselves and to the school unit which they lead.

Modifying Accrediting Relations.—The usual defense for administering the ninth year as part of a four-year high school is the administrative one of facilitating college entrance accrediting. This plea wholly disregards the increased educational advantages to the pupils of the ninth year when this year is administered as the consummating year of the junior high school. The junior high-school movement has and should have very little sympathy with a purely administrative contention favoring the continuance of the ninth year as the initial year of a four-year high school. No more significant development can be cited than the steps taken in the last year or two by the North Central Association, by state organizations, and by the junior high-school administrators themselves to restrict college accrediting relations to the tenth, eleventh, and twelfth years by reducing requirements from fifteen to twelve units. The next speaker, Superintendent Gosling, Madison, Wisconsin, who began his helpful service to the junior high-school movement as principal of one of the pioneer schools over which the chair-

man of this meeting to-day presides, has been a leader in the North Central Association work to reduce admission requirements to twelve units earned in the tenth, eleventh, and twelfth years.

Until the domination of the colleges over the ninth year is removed the integration of the junior high-school program of studies will continue under a heavy if not fatal handicap. The present threat of the disintegration of the ninth year from the seventh and eighth years in even segregated junior high schools of city systems is one outstanding fact of the investigation which under the auspices of the Commonwealth Fund the writer conducted during 1923 in fourteen municipal systems distributed in all sections of the country. This condition which constitutes a serious menace to city junior high schools has been discussed in detail in the report of the investigation published in November 1924 as Monograph No. 25 by the University of Chicago.

The tendency, therefore, to administer the ninth year because of prevailing college entrance requirements as part of the four-year high school in city systems even when this ninth year is part of a segregated junior high school is immeasurably magnified when the junior high school is organized as part of a six-year junior-senior high school. Yet the junior-senior high-school development must for undeniable reasons of economy comprise a single administrative and instructional organization, a common building and a common operation for both units.

Uniformity Dependent on Change in Admission Requirements.—But the 6-6 development upon which rests largely the realization of state and national uniformity in public school administration should respect the experience of city systems in recognizing the distinct purposes of the junior and senior periods, the distinctions between their programs of studies, the distinctions between early adolescent and mid-adolescent development, and the implications of these distinctions of comparatively immature and mature stages of adolescent growth in respect to the social activities and guidance programs and to methods of instruction.

Furthermore, the leaders of the junior high-school development in both 6-3-3 and 6-6 plans should unite with other agencies now operating to change accrediting relations consistently with the fundamental changes in public school organization inherent in the junior high-school movement whether a 6-3-3 or 6-6 plan. Upon

this modification of college entrance requirements hinges largely the whole question of whether the junior high school in a 6-3-3 or 6-6 plan becomes an integrated unit of grades seven, eight, and nine.

The past two years have given some evidence that administrators of six-year junior-senior high schools are alert, as in the main they were not four years ago, to the need of administering the junior and senior units with the same regard for their distinctive purposes and programs of studies as prevails in the 6-3-3 plan. It is earnestly to be hoped that leaders in the 6-6 plan may demonstrate as the *Arkansas Course of Study for Junior High Schools,* published by the State Board of Education in 1924, states: "The organization of a system of schools upon the six-six plan or the six-three-three plan is a distinction without a difference."

Reports from the Field.—*New York City.*—In the early part of 1924 a committee appointed by Dr. Ettinger of New York City submitted a report which was published under the title *"Survey of the Junior High Schools."* This report gives the present development of the junior high-school movement in New York City, the types o forganization effected, courses of study, organization data, statistical comparison of pupil's records in the junior high-school and senior high-school, guidance, social activities, training of teachers, etc. The report closes with this statement: "Your committee recommends, in view of the fact that the development of a system of junior high schools has been decided upon as an educational policy, and in view of the results of this survey, that steps should be taken to extend the system of junior high schools, term by term, as far as practicable, with the ultimate air of relieving senior high schools from all, or nearly all, the pupils of the first year, and of having all, or nearly all of the seventh, eighth, and ninth year pupils included in junior high schools."

Chicago.—One of the most important victories won by the junior high-school movement in the last year was the adoption of it by Chicago. In spite of determined opposition, Superintendent McAndrew inaugurated five junior high schools in September, 1924. An associate superintendent has been placed in charge of the development. A comprehensive study is being made of the reconstruction of the curriculum. Among the publications of the year special reference should be made to the *Course of Lectures on the Junior High School* in May, 1924, given before a group of Chicago principals by members of the faculty of the University of Chicago.

Rochester.—Another publication in bulletin form which appeared in 1924 was a report designated as *the Junior High Schools of Rochester, New York.* After a decade of experiment Rochester is able to speak with authority upon the junior high-school movement and its report has received a well deserved recognition. Particularly noteworthy are the two section of the report upon "Results" and "Costs"; information from the field of practical experiment which all have eagerly awaited.

Monroe, Wisconsin.—While preparing this paper the February issue of the *School Review* was received. As a fourth report from the field, I want to commend the article on "Five Years of the Junior High School Idea in a Small City," by Superintendent L. R. Creutz, Monroe, Wisconsin. The article gives convincing testimony of the efficacy of the junior high-school idea to vitalize a whole school system. The article reveals, also, in an interesting manner the transformation which so many junior high schools in recent years have experienced in the process of converting the name into the substance.

Recent Books.—*"Junior High-School Life."*—The Philadelphia survey made in 1922-23 by the Pennsylvania State Department of Public Instruction has been followed by a junior high-school development which includes to-day twelve schools in operation and nine now authorized. Out of the Philadelphia development has come a contribution to junior high-school literature published in July, 1924, which has already taken first rank in the fields of guidance and social activities; this is the book by Thomas-Tindal and Myers, a Macmillan publication, under the title *"Junior High-School Life."*

"Junior High-School Education."—A general discussion of the junior high-school movement which has been widely used in the past year in professional courses is *"Junior High-School Education"* by C. O. Davis, a World Book Company publication. The book is a valuable and comprehensive treatment of the junior high-school movement up to 1924, the date of its publication.

"The Psychology of the Junior High-School Pupil."—The junior high-school movement has from its beginning been in dire need of dependable studies of early adolescent psychology. A valuable contribution to this field was made by Pechstein and McGregor in the *"Psychology of the Junior High-School Pupil,"* published by Houghton-Mifflin Company, also in 1924. Section I of the book is a general

discussion of early adolescent psychology and Section II the psychology applied. The book is theory and practice combined.

"Junior High-School Curricula" is the title of another book coming from the Macmillan Press in 1924, by H. C. Hines. The book is a helpful compilation of curriculum practices in the junior high school as these practices have both been enunciated as objectives and worked out in the classroom.

Teacher Preparation.—The literature in the junior high-school field was practically doubled in 1924. Undergraduate and graduate students have to-day a bibliography which is immeasurably richer than was accessible even two years ago. The popularity of junior high-school courses in summer schools and in graduate work has not abated in the past year. In fact the steady growth in the establishment of junior high-schools correspondingly increases the number of student and teacher applicants for junior high-school courses. Steadily the conviction grows that experience, however successful in any other field, is inadequate preparation for teacher service in the junior high school, where so many new and unsolved problems confront each faculty.

Particularly is it important that teachers irrespective of their subject interests take at least one general course in the principles and purposes of the junior high school. Every incentive possible to earn college certification during service, particularly in the way of salary bonus, should be afforded to teachers who without college degrees are transferred or appointed to junior high-school positions. I am firmly of the opinion that all junior high-school principals have a most wholesome respect for the grade teacher of experience who accepts the professional challenge to qualify during junior high-school service for a college degree. Such a teacher offers a combination of tested adaptability to the junior high-school age, additional preparation built upon a background of experience, and a professional attitude which make him or her an indispensable contributor to the solution of the manifold and perplexing problems confronting every principal.

Supervision of Instruction.—Supervision of instruction has received in the past year an impetus which augurs well for this important factor in promoting the progressive improvement of actual classroom achievement. The practice has spread to many large systems of delegating responsibility for the junior high-

school development to associate superintendents and directors of junior high schools who partly or wholly devote their time to junior high-school supervision. In fact the adoption of responsible supervision emanating from the superintendent's office is almost universal in all large city systems. Concentration upon the problems of curriculum reconstruction and classroom supervision thereby secured, will promote real progress.

To mention specifically one instance, Trenton, New Jersey, has in the last two years appointed a supervisor of instruction in each of its present three junior high schools. This supervisor of instruction is a teacher of experience promoted from the ranks who spends her entire time in aiding other teachers in working out the problems of present-day socialized classroom procedures and in progressively reconstructing courses of study.

Curriculum Reconstruction. — A year ago this section meeting was wholly devoted to a discussion of curriculum reconstruction as revealed in the plans for reorganizing courses of study at Denver, Detroit, Los Angeles, Pittsburgh, and Rochester. These discussions from the field are noteworthy of a general purpose gradually spreading in the junior high-school movement to attack scientifically the tremendous task of curriculum reconstruction. The papers read a year ago are published in the 1924 *Proceedings of the National Association of Secondary-School Principals.*

The past year or two has witnessed a country-wide crystallizing of the conviction that the enacting clause of a real junior high school is a reorganized program of studies. Dr. Judd said to the Chicago principals last May that "the real business of the junior high school is to organize a new curriculum, organize a new body of constructive material which shall be richer and better for the children. That is the only legitimate motive for this organization." When this conviction becomes general the junior high-school movement will be launched definitely in the direction of the real junior high schools for which some critics like Diogenes with his lantern have claimed to have sought in vain. If Diogenes would abandon his antiquated lantern and seek where the searchlight of comprehensive scientific efforts at curriculum reconstruction has been turned upon the junior high-school program of studies he would find in steadily increasing number the objects of his seeking.

Public Interest.—Boards of education, parent-teacher associations, chambers of commerce and laymen generally are being sold, as Assistant Superintendent Reid has told us to-day, upon the junior high-school idea. It is no longer necessary to plead against the settled conviction of past practice in school administration, but, as in our own state campaign for the junior high-school movement, we have found in the past two years a change in public reactions and an earnest and general inquiry to know more definitely and speicfically what the purpose and plan of the junior high school are. The response to-day even in the layman's mind is quick to admit the common-sense of the junior high-school philosophy. Laymen enthusiastically commend the purposes of the junior high-school,—to reduce educational mortality, to eliminate the gap between elementary and secondary education, to promote individual justice by the adaptation of educational offerings to individual needs, to convert the school for early adolescent youth into a rich spontaneous life adaptable to the natural and buoyant instincts of real girls and boys, to train them to be active participating junior citizens of a living school community, and to make the early adolescent age what it should be, a joyous experience teeming as it is with an altruism and unsophisticated idealism which some one has characterized as "the golden age of life when God comes closest to the spirit of man." When the layman catches this vision of the junior high-school we may trust his native American common-sense to say "Amen" with no uncertain emphasis.

Not least among the recent developments in the junior high-school field was the appearance in *Collier's* for October 25, 1924 of an article on "How Can We Get Better Schools, Here's the Way." The tenth plank in that Better School Program reads as follows:

"Readin' and writin' and 'rithmetic, the 'common essentials' of education, can for the most part now be acquired by the end of the sixth grade. By converting the next year into an experimental year to study each child as an individual problem, every youngster can be given an opportunity, before the school lets go of him, to try his hand at something he likes and that he can learn to do well.

"The junior high-school principle—of special training for the years of early adolescence—is sound. A school that stresses life interests, rather than college entrance requirements, is of particu-

lar value at this period of development. Every youngster can do something, if he likes it and will keep at it, well enough to succeed. For a school to 'set him on his feet' by finding out what that something is, and giving him a chance to acquire confidence and satisfaction through doing it, is fine work. In country districts as in cities, the junior high school, which is the logical place for this tryout work is practicable. It is no more difficult to have a 'union' junior high than a senior high, such as may now be found in any state."

Present Trends in Program of Studies.—Several recent developments in respect to the progressive growth of the program of studies are indicative of three present trends: first, to increase the core curriculum or body of constants; second, to develop true composite general courses of study; and third, to continue the process of enriching the curriculum.

Increase of Core Curriculum.—From the beginning of the movement, differentiation has been increasingly replaced by the core curriculum. This trend was inevitable as comprehension of the fundamental purposes of the junior high school became clearer and more general. Increased differentiation in the senior high school throws an increased burden upon the junior high school to guide its pupils intelligently to wise choices of elective subjects. Each elective subject should be preceded by an exploratory tryout of aptitudes and capacities for the elective. Consequently, as exploratory courses have increased, elective subjects have been both deferred to later semesters and reduced in amount.

The most serious objection raised to the junior high-school movement in Chicago last spring was the early stratification of early adolescent children. Exploratory courses required of all pupils and the growth of the core curriculum enhance the socially integrating power of the junior high school and constitute an effective rebutal to the objection of premature social disintegration. This development of socially integrating power, evidences of which may be found in all curriculum reconstruction of recent years, is not primarily a concession to popular demands but is an assurance that the basic purposes of the junior high school shall dominate in the organization of the program of studies. These purposes clearly mean that exploration and guidance should precede differentiation and that differentiation should be gradual, and initial only in extent.

Co-ordinate and Composite General Courses.—The growth of the core curriculum is naturally paralleled by the second and third trends to refine general courses of study and to enrich the curriculum not merely by electives but by constants. General courses of study are passing through two stages, the coördinate and composite. For example, in most cases social studies are still in the coördinate stage in which the United States history, community civics, vocational civics, and economic civics, are administered as coördinate units of instruction. On the other hand a few experiments are being tried to fuse these coördinate elements, in some case also with geography, into a truly composite and reconstructed social science course. A fundamental reconstruction of this nature must proceed slowly. Recent developments, therefore, do not give evidence of a consummation of truly composite courses and of their general adoption in the classroom, but evidence is not wanting that the experiments are being continued.

Enrichment.—*Science.*—In respect to the third trend, the enrichment of the core curriculum, three additions among others may be cited. Science is being adapted to the seventh and eighth grades. Courses of study and suitable textbooks condition this development. The efforts to adapt ninth year general science to grades seven and eight have been discouraging. These latter grades require both new courses of study and new textbooks. New York State has at the present moment such a course of study in course of preparation. Science in the early years of the junior high school is needed for two reasons; first, for its exploratory values, and second, for the initiation of a science constant which shall be progressive and continuous through the whole six years of the secondary school.

If secondary education is to be shaped by present-day needs, and it must be so controlled, then the youth of to-day should be prepared intelligently to comprehend and safely to live in the modern world whose well-being and progress are conditioned by the most phenomenal scientific advance world history has ever known. Scientists have recently warned us that "science will become either the servant or master of man." If science is to be the servant of our race, then it is high time that our youth become universally informed upon the scientific status of modern life. Let me repeat a statement made two years ago, viz., "the junior high school can render a service of incalculable value to the next generation if by the

introduction of a science constant into the core curriculum of grades seven, eight, and nine it can initiate a continuous course of science through the whole core curriculum of the secondary school."

Economic Civics.—A second unit of instruction, comparatively new to the junior high-school program of studies, which has recently in some schools been incorporated into the social science course of study is elementary economics or economic civics. As community civics and vocational civics have become established in the social studies field this third constituent of a complete study of present day social and industrial life is finding a place among required subject materials. Manifestly, a social science course of study must include the elements of economics if the objective of social studies, as Van Denburg defines it, of "getting along with each other" is to be fulfilled. Getting along with each other involves not merely social harmony but also industrial and economic harmony. Both the national and the world-wide import of teaching elementary economics in junior high schools, before compulsory education laws release children from school attendance, may be gauged by reference to present international plans which like the *Dawes Reparations' Plan* seek to reclaim the world to a sound economic basis.

In the February 1925 issue of the *Review of Reviews* appeared a short three-page article under the attractive title "Teaching Prosperity" by Alvan T. Simonds, which should be read by every curriculum maker working in the junior high-school field. It will stimulate your purpose to read the whole article if I quote the last paragraph. Mr. Simonds summarizes his pleas for "Teaching Prosperity" in the schools by saying :"Economic science and social science can show us how to prevent many disorders that tend to destroy prosperity. Let us seek through the schools and the press to popularize this knowledge. The parent and the business executive will gladly welcome it. The coming generation of adults will be wiser in regard to preserving economic health, as the present generation is more intelligent in regard to the preservation of bodily health. Let us learn and let us teach our youth not only how to keep well but how to keep well and prosperous."

Junior Business Training.—A third unit of instruction, which is not wholly new in the past year or two but which in that time has increasingly been incorporated among the required constants of the

program of studies, is junior business training or the elements of business. This constant is also the response made by curriculum builders to society's request that secondary education conform to present day social needs.

Junior business training both enriches the curriculum and at the same time provides an explanatory course which will tend to restrict choices of later commercial courses to positive cases of aptitude for commercial education and to reduce the vicious negative choices of the commercial curriculum because of a greater disinclination to an academic or other curriculum. Junior business training is an adaptation to the commercial curriculum of the general or prevocational course of study characteristic of other subject fields. It is a contribution, to our ever-growing body of required materials, which is composed of many general educational values in commercial education. It proposes to teach all pupils the common practices of the commercial or business world which are a universal need irrespective of future vocational placement. The course contains among other features of its rich content a study of single entry bookkeeping, filing, budgeting, bank practices, fire and life insurance, post-office, railroad, telegraph, shipping and traveling information and a study of other common business needs of people who must conform in daily association with established practices of the commercial world.

Reaction in Elementary and Secondary Schools.—Finally evidence is not wanting in recent developments in the junior high-school field that this intermediate unit in the public-school system is reacting, by reason of its stragetic intermediate position, upon the whole school system. Witness the extension of the elementary school and to the senior high school of curriculum reconstruction (the third yearbook of the Department of Superintendence is this year devoted to the elementary curriculum), of guidance, the secondary school's social program, the longer school day and period which condition modern socialized classroom procedure. In fact the whole present trend toward scientific method in school administration, curriculum building, and achievement testing which were vital to an educational reconstruction so far-reaching as the junior high-school movement has spread far beyond the confines of grades seven, eight, and nine. Thus the promise is bright that the highest tribute which may yet be paid to the junior high-school movement is that it has been an agency

to humanize secondary education and to modernize the whole public school system.

Charles Hughes Johnston.—I can close this paper in no more appropriate maner than to quote the words of a prophet of the junior high-school movement, Charles Hughes Johnston, who just before his untimely taking away made a prediction which recent developments in the junior high-school field are rapidly demonstrating to have been sound. He said nearly ten years ago: "The junior high school is more than anything else a term adopted to denote design in our educational organization and administration. It means that something other than tradition and accident has come to influence our development. It means the Americanization of a world-tested principle of curriculum building. It means flexibility and, therefore, science in the manipulation of our total school plants. The junior high school in its name and independent physical existence and form of organization is but the outward manifestation of a sound new philosophy of education."

Recent developments in the junior high-school field,—the present general acceptance of the movement in cities, the spread of the plan to small cities, the trend to a uniform administration upon the 6-3-3 or 5-3-3 basis, the increase of professional literature, the growth of popular interest, the tendency to effect an integration of the seventh, eighth, and ninth years relieved of college domination, the delegation of supervisory responsibility, the spread of the curriculum reconstruction movement, and the enlarged core curriculum advancing the primary functions of the junior high school,—these developments among others in the kaledoscopic progress of the past year or two are steadily fulfilling the hope of Dr. Johnston that:

"From now on all educators should pull with the current and constructively help clarify the real junior high-school idea."

What the Junior High School Has Accomplished was a paper then presented by Superintendent Thomas W. Gosling, Superintendent of Schools, Madison, Wisconsin.

WHAT THE JUNIOR HIGH SCHOOL HAS ACCOMPLISHED

Thomas W. Gosling,

Superintendent of Schools, Madison, Wisconsin

The objective results already attained by the junior high school are among the most noteworthy phenomena of our educational history. The intangible values which many of us believe are associated with this new institution would but make the study the more impressive if they could be demonstrated. But they are not necessary to afford proof that the junior high school is a "going institution" and that within the relatively few years since its inception it has influenced profoundly our educational organization and our educational practice. This proof is found in the very patent evidence which is available to any one who wishes it.

1. BUILDINGS

Under the impetus afforded by the junior high-school movement many new buildings have been constructed so that to-day thousands of school children in the seventh and eighth grades are having the advantage of equipment and of opportunities for specialization in activities such as they could not have enjoyed in buildings of an older type. Gymnasiums, auditoriums, science rooms, art rooms, music rooms, and rooms for manual arts, home economics, and commercial subjects are now available. Even in communities where it has not been possible to provide new buildings, old structures have been re-modeled and adapted to the new needs. There can be no doubt that in the provision of buildings and equipment the junior high school has accomplished much for the comfort and welfare of students of the seventh, eighth, and ninth grades.

2. EDUCATIONAL GUIDANCE

With the development of the junior high-school movement increased attention to the educational guidance of pupils has been given. Although no scientific method has been devised for determining accurately the best courses for children to take, much profitable thought and experimentation have been devoted to the study of children for the purpose of discovering the types of activity which hold out the greatest promise of individual betterment. Try-out

courses, supplemented by the work of counselors and advisers, have been introduced primarily for the purpose of helping children to discover themselves and their fitness for the world's work.

3. DIFFERENTIATION ACCORDING TO TASTE AND CAPACITY OF CHILDREN

In the conventional school of the old type all children were given a regimen which seemed to assume similar tastes and capacities in all of them. The junior high school, on the other hand, has accepted the teachings of the new psychology and has recognized that children differ greatly in almost all points upon which comparison can be made. Although it has not been possible as yet to make adequate provision for all individual differences, there has been liberal recognition of differences by groups. As a result of this new attitude which the junior high school has fostered, pupils are able to have opportunities for engaging in worth while activities of their own choosing. This procedure is possible, too, under the junior high-school organization without sacrificing the mastery of the fundamental subjects which are necessary to a common culture.

4. NEW SUBJECTS OF STUDY

As a concomitant of the principle of differentiation new subjects of study have been introduced into the junior high school. Courses in home-making, in general science, in foreign language, in commercial subjects, in art, and in music have been made available to boys and girls in many of our larger junior high schools.

5. NEW COURSES OF STUDY

Not only has there been an introduction of many new subjects of study but there has been also re-organization of materials of study but there has been also re-organization of materials of study in several of the old subjects. The revision of courses in mathematics, and in English language and literature has been a noteworthy contribution of the junior high school to our educational procedure.

6. NEW TEXTBOOKS

Closely related with the adoption of new courses of study is the publication of new junior high-school textbooks in several departments. If any one has any doubt about the influence of the junior

high school upon textbook making he will find much of interest if he will scan the catalogue of any one of our leading publishers.

7. TEACHERS WITH BETTER PREPARATION

The change which has taken place in the staff of the seventh and eighth grades in school systems which have adopted the junior high-school idea is quite remarkable. In some cities teachers in the junior high school are required to have preparation as extensive as that required of teachers in the senior high school. Even in those places where this requirement is not effective, the junior high school is likely to be made up of teachers of outstanding merit. As a result of the change in the character of the staff, pupils in the seventh and eighth grades are having now the benefit of a type of teaching which is far superior to that which their predecessors in the seventh and eighth grades were able to have only a few years ago.

One criticism that has been leveled at the junior high school is that it has skimmed the cream of the teaching staff for the benefit of the junior high-school grades. If this criticism is just, it will have a beneficent effect by directing the attention of the public and of administrators to the results of good teaching and thus to the needs of providing good teaching in all grades.

8. TRAINING COURSES IN COLLEGES AND NORMAL SCHOOLS

In order to meet the demand for more thorough and more specialized training many colleges and normal schools have established courses dealing with various phases of the junior high-school problem. An examination of the catalogues of training institutions shows the addition of many courses that were unheard of only a few years ago. As the preparation of teachers through these courses is extended and improved the junior high school becomes more firmly established as an integral part of our public school system.

9. BETTER DISCIPLINE

The philosophy underlying the establishment of the junior high school involves a recognition of the necessity of providing a type of discipline which will bridge the gap for children between the time when discipline by authority from without shall give way to self-discipline based upon right attitudes, right ideals, and right habits. Although the transition from the one type of discipline to the other

does not take place suddenly or within the space of time covered by the junior high-school years, it still is true that the necessity for transition is most pronounced and most evident at this period. Consequently every good junior high school exhibits a type of discipline that shows a degree of freedom and of self-control that advocates of the old type of organization find it difficult to understand and to accept.

10. NEW TYPES OF CLASS PERIOD

Feeling the need of improving the method of the recitation, junior high-school administrators quite generally have lengthened the time of the class period and in this way have forced active consideration of the best classroom procedure. The laboratory type of period, supervised study, directed study, the study-recitation have had careful trial and have been important means of modifying the old type of class period in which pupils for the most part were tested upon subject matter which they were supposed to have studied at home or in a free period in the school. Although improvement in the method of the recitation is not confined to junior high schools, these schools have done more than any other department of the public school system to effect much needed changes.

11. LENGHTENED SCHOOL DAY

In many communities the junior high school has been the chief instrument for lengthening the school day for the purpose of providing more opportunity for manual activities, for physical education, and for directed study. If homes were always ideal in their surroundings and in their management, doubtless a short school day to be followed by free play out-of-doors and by quiet study at proper times in the home would be preferable to long hours in school. Conditions in the modern city make it impossible for homes to function as ideal educational agencies. Without elaborating upon the conditions which modern city life imposes upon the home, one may say, without fear of contradiction, that the school is doing well by children when it incorporates within its program opportunities for recreation, and for profitable manual activities, and for directed study. When these matters are attended to adequately, as the junior high school is attempting to attend to them, it is quite possible for children to be happy, and joyous, and busy in school and to do most of the necessary studying under favorable conditions so that at the close of the

school day they are released from most, if not all, required study at home.

12. PHYSICAL EDUCATION

There is likely to be a close connection between the discipline of a school and the opportunities for play, recreation, and physical education which the school affords. A program of physical education has found ready acceptance in the junior high school. Some schools have given it a time allotment equal to that which is given to any other subject. So far as the writer is aware the Lafayette Bloom Junior high school in Cincinnati is the first public school in America to allot to physical education five sixty-minute periods a week for every junior high-school pupil. Any program less comprehensive than this seems inadequate to meet the needs of boys and girls at a very active period of their lives.

Although this paper is dealing with accomplishments rather than with prophecies, it may be said that the development of an adequate recreation and physical education program is one of the most important problems before the junior high school to-day. This problem will not be solved until all junior high schools recognize in fact as well as in theory the utmost importance of good health as related to a school program.

13. EXTRA-CURRICULUM ACTIVITIES

Recognizing the importance of self-activity and of self-direction in the educational process junior high schools have been developing extra-curriculum activities as a part of their program. Some conservative people are likely to say that the junior high school affords too many distractions; that it induces pupils to devote to extra-curriculum affairs that time which should be devoted to the regular studies. It is not the purpose of this paper to defend practices of the junior high school but rather to set forth its achievements. All who are familiar with our good junior high schools know that self-activity, finding expression in extra-curriculum activities, is accepted as a fundamental principle. No school can be a real junior high school if it does not encourage control through freedom and self-direction.

14. HIGHER SALARIES FOR TEACHERS

Teachers in the seventh and eighth grades in cities where the junior high school has been established have had considerable in-

creases in salary. In some cities junior high-school teachers are paid as much as teachers in the senior high school. In other places the junior high-school salary schedule is intermediate between the schedule for elementary school teachers and the schedule for senior high-school teachers. Wherever the single salary schedule prevails the junior high-school organization naturally has no effect upon the compensation of teachers. Nevertheless, in a general way it is clear that the establishment of the junior high school has had the effect of raising the financial status of teachers in the seventh and eighth grades.

15. HOLDING PUPILS IN SCHOOL

The evidence concerning the holding power of the junior high school is not so clear as the evidence on the other points already given. It is fair to say, however, that from the several studies that have been made the weight of evidence is that the junior high school does succeed in retaining pupils in school for a longer time than the old organization was able to retain them. More investigation is needed before a positive assertion can be made.

16. MODIFICATIONS IN THE TRADITIONAL ORGANIZATION

Even in school systems where the junior high school has not been accepted, the seventh and eighth grades are not the same as they were formerly. The junior high-school idea has permeated the older organization and has produced noteworthy changes in a favorable direction. New materials of study, new methods of teaching, and new textbooks are in use in many seventh and eighth grades as a result of the experimentation which the junior high school has carried on.

17. TONING UP THE WHOLE SYSTEM

No careful person would assert that the junior high school has accomplished all that its advocates had expected. Yet there are few who will deny that the junior high-school idea has everted a beneficient influence in many directions even where this influence was least expected to operate. The new conceptions of education that are associated with the junior high-school organization have effected marked transformations even in the senior high school. Personnel problems, the classification of pupils according to ability, adaptation of materials of study and of methods of instruction to individual needs are all given more attention in the senior high school

than ever before. The junior high school is putting the senior high school on its mettle. At the same time it is stimulating the elementary school to more earnest endeavor and to more thorough mastery.

These facts show that the junior high school has accomplished within a few years educational changes of major importance. There is no great virtue in mechanical organization—but there may be great virtue in an idea. For this reason, whether the junior high school as a type of organization shall be extended is a matter of minor importance. It is, however, of the utmost importance that the junior high-school idea shall continue to flourish and to make its contributions to public education.

NINTH SESSION

President L. W. Brooks called the ninth session of the convention to order in Room 302 of Hughes High School, Thursday, February 26, at 2:30 p. m. With occasional reference to his manuscript Dr. Edwin A. Shaw of the Department of Education, Harvard University, presented his paper, *The Use of Tests and Measurements as a Basis for Homogeneous Groupings.*

THE USE OF TESTS AND MEASUREMENTS AS A BASIS FOR HOMOGENEOUS GROUPINGS

Dr. Edwin A. Shaw,
Department of Education, Harvard University,
Cambridge, Massachusetts

Homogeneous grouping of secondary-school pupils is advisable, because thereby the children are enabled to grow naturally beside pupils of similar ability. Also the time of both pupil and teacher is conserved, administration is simplified, problems of promotion and demotion are reduced as to number, and questions of discipline, which in times past have required so much from the teacher, tend to disappear entirely.

Tests—achievement, intelligence, prognosis character and all the rest, have helped us to make a sound forward step toward real homogeneous grouping.

I do not mean to imply that the schemes in use for years based on teachers' examinations and observations were of little value. No, but the standard tests eliminate entirely the dispositions and digestions of the teachers and substitute an objective rating system which is almost invariable in the results when properly administered.

It is almost impossible for a teacher to score arbitrarily the work of a group of children, of whom she is fond, just as the new father cannot get the proper perspective on that new baby.

With achievement tests properly given, scored and interpreted, the real progress made by each pupil may be measured in such a way as to finish the necessary data for the decision as to whether the pupil is prepared to advance to the class or school, that is, we may prophesy with some confidence concerning his success in the next class or grade.

It is, however, necessary to get a line on the potential ability of the child and these data may be obtained by means of a good group test of intelligence, given, scored, and interpreted by persons duly and truly qualified.

Dr. W. F. Dearborn said in the Lowell Institute lecture last Friday, in speaking of the tendency already indicated in the Growth Study of 3500 children over a term of ten years, "The average difference between the highest and the lowest M. A. in a secondary school class is two years." And again, "As these results are typical of our findings, we may say that according to current practice a class sufficiently homogeneous for ordinary class instruction is one at least half of whose members differ in either direction from the average by not more than approximately 10 points in intelligence quotient or the equivalent in mental age. In forming special classes of mentality deficient or mentally superior children, it may be noted that the intellectual differences between fifteen or twenty of these children equal or exceed that of 30 or 40 children grouped nearer the average. This is the theoretical explanation of the reason why as a result of practical experience it has been found necessary to limit the size of special classes to about half that of the ordinary classes."

So we can confidently arrange our classes on this basis, not forgetting, however, that the measure of the pupils' achievement must show him to be working up to his indicated ability. Of course, I, personally would value ten points of ambition and stick-to-itiveness higher than ten points in I. Q. but that simply gives us a chance to fill out the other fifty per cent of the class.

All this tends to lead us away from the great emphasis which we have been placing on the group and fixes our attention on the individual, for after all we must consider the individual pupil as a complete unit if we are accurately to place the children in the environments to which they are suited.

The measure of a single mental factor is not a measure of the reactions which the individual will make in any situation because the individual in school and out reacts to his life as a whole. Thus we are to extend our battery of measurements to include the rest of Dr. Walter E. Fernald's *Ten Fields of Inquiry* because there is no reason to deny to the normal child the careful handling which all agree is the right of the sub-normal child.

In industrial psychologly this extension of investigation is being recognized. Witness an article by Elton Mayo in the Bulletin of the Taylor Smith, from which the following is a quotation: "The individual has to be approached with care, but once he understands that his happiness and well being are our concern, and that confidences are not divulged to his fellows, he is usually willing to help the investigation. Given this collaboration, our endeavor is to discover:

1. His physical condition and medical history;
2. His personal history, including his dominant reveries;
3. His domestic situation;
4. His adaptation to his work.

This investigation of individual situations is more interesting than the inquiry into general or departmental situations. It will in the end probably yield more in the way of definite knowledge as to what is happening in industry and in the detail of civilized life. In by far the greater number of cases there is some unsatisfactory circumstance, usually of personal history or private life, which is a habitual topic of dispersed thinking or revery. Any monotony of occupation or unpleasantness in work tends to extend and emphasize this thinking."

The fields of inquiry suggested by Dr. Mayo are really an epitome of Dr. Fernald's *Ten Fields,* as you will readily note when I name them:

Physical Examination; Family History; Personal and Developmental History; History of School Progress; Examination in School Work; Practical Knowledge; Economic Efficiency; Social History and Reactions Moral Reactions; Psychological Tests.

May I pause to show how the extension of the examination to these fields gives us the key to the worst problems and thus makes complete and accurate our classification as the difficulty always lies among the problems.

If we pursue our inquiries concerning the whole individual in Dr. Fernald's *Ten Fields,* we acknowledge at once that the intelligence test, while important as a diagnosis, does not tell the whole story, or furnish the remedy. Again we find ourselves able to take another real step forward in that we find the means at hand to help the high I. Q., the genius, to adjust himself to the school and the world in general.

You will all agree that problems of maladjustment are nearly always in the brilliant sections of the class. Everything is done to make the way clear for the normal and subnormal, but too little time is spent on the brilliant pupil. The vision of the high spirited race horse wearing himself out between the shafts of a dray is much more pitiful than the picture of a drayhorse lumbering along harnessed to a racing gig. Most of our mental break-downs come from the upper I. Q.'s and generally through lack of sympathetic aid in making adjustments.

Finally it seems to me that if we can realign our classes on the basis of both achievement and intelligence tests, following the group testing with an investigation along the lines of Fernald's *Ten Fields* for the backward, the brilliant and the problem student we shall be able to salvage a great portion of the wrecks which are daily being cast out on the world for no other reason than that they have never found the level on which they could work contentedly and happily.

Professor Francis J. Brown, University of Rochester, Rochester, New York, read his paper entitled *An Experimental Plan for Teacher Training.*

AN EXPERIMENTAL PLAN FOR TEACHER TRAINING

Francis J. Brown, School of Education, University of Rochester, Rochester, New York

The public school to-day, as always, is in the crucible. Radical reformers are crying for the abolishment of all time schedules and curriculums and the centralizing of all work with the unit project, using the "psychological moment" for the recitation. That there may never be a psychological moment to give John certain fundamental facts of history, or Mary, certain necessary skills in mathematics, seems not to worry them in the least. The conservatists are asking for the immediate reduction of school taxes and the return to the little old red school house and the stout rattan. Each presents an athema against all the enigmas of present day education. How may we be spared both from uncontrolled radicalism on the one hand, and from deadening conservatism on the other?

The key to our present situation lies primarily in the hands of the teacher. As Ernest H. Wilkins, Dean of the College of Arts and Science of the University of Chicago has said: "The personality of the teacher is the fire in the furnace." One may have buildings of

marble and equipment without limitations, and yet without the influence of a trained, inspiring teacher, education is in vain. While the old saying has it that good teachers are born and not made, yet we must all grant that the majority of our teachers are made and that good training adds to the efficiency of the best. The responsibility then for the guidance of education through the constantly shifting problems, lies directly with the teacher, but indirectly and fundamentally with the agencies for the training of teachers.

The problem of teacher-training is two-fold: the training of the new recruit and the development of teachers in service. Though my topic is "An Experiment in Teacher Training," I should like to summarize briefly the development of each of these two phases of teacher training as it affects the college. The growth of education as a subject of study in the university has been one of the most conspicuous developments in university life. The first lectures on pedagogy conducted in a university were given in what is now New York University in 1832. They proved so unpopular that they were not repeated. From 1850-1855, the city superintendent of schools of Providence, R. I., was Professor of Didactics in Brown University. In 1860 a course of lectures on the Pedagogy of Education, School Economy, and the Teaching Art were given to seniors in the University of Michigan. The first chair of education was created in 1873 at the University of Iowa; the holder being called the professor of philosophy and educatoin; while the first department of teaching was not created until 1879 at the University of Michigan. Teachers College, Columbia, the first teachers college in America, is thirty-five years young. The growth over the last twenty years has been that of the proverbial mushroom so that in 1920, four hundred and eight colleges and universities were giving courses in education; many of them having departments and schools of education.

The growth of subject matter has paralleled this growth of departments. From that first course in pedagogy in 1832, to a catalogue like Teachers College, Columbia is a long lap. If one entered Teachers College this fall and continued taking fifteen hours work each semester until he had completed all of the courses offered in eductaion by that one institution, he would not graduate until 1972.

Since 1914 there has gradually developed the practice of giving special degrees in education. Out of fifty-two colleges and universities in the North Atlantic sections, twenty-two grant special

educational degrees. To determine as many facts as possible relative to this professional degree, a questionnaire was sent to the registrars of fifty-five institutions in the North Atlantic and Middle West sections. The group included the small institutions with a hundred or more sudents enrolled in the department of education, as well as institutions with several thousand enrolled in the educational department. It was, therefore, a representative group. The study shows a definite recognition of the professional degree, but a great lack of any adequate standardization, as to name, requirements, or the granting of advanced standing. The degree is variously named as follows: Bachelor of Science in Education, 11; Bachelor of Arts in Education, 3; Bachelor of Education, 2; A.B. with Major in Education, 5; B.S. with Major in Education, 1.

The requirements for the degree show a very wide range of minimum and maximum standards. The total number of hours required varies from one hundred twenty semester hours to one hundred forty, while there is seemingly no standardization of required subjects within the course. The following table presents the facts as shown by the study:

THE REQUIREMENTS FOR THE DEGREES

	Lowest Requirement	Highest Requirement	Average
Elementary Psychology	3 hrs.[1]	8 hrs.	5.2 hrs.
History and Principles of Education	3 hrs.	12 hrs.	7.2 hrs.
Advanced Psychology and Education	4 hrs.	40 hrs.	16.8 hrs.
Total Psychology and Education	12 hrs.[2]	56 hrs.	29.2 hrs.
English	2 hrs.	25 hrs.	9.9 hrs.
Foreign Language	0 hrs.	25 hrs.	10.9 hrs.
Science and Mathematics	6 hrs.	32 hrs.	14.9 hrs.
Social Science[3]	0 hrs.	30 hrs.	13.5 hrs.
Total required courses other than Psychology and Education	14 hrs.	92 hrs.	49.2 hrs.
Total specific courses required	27 hrs.	101 hrs.	78.4 hrs.
Additional requirements in selected major and minor subjects	0 hrs.	34 hrs.	10.5 hrs.
Total required hours	72 hrs.	111 hrs.	88.9 hrs.
Complete free election	9 hrs.	48 hrs.	35.5 hrs.
Total hours required for graduation	120 hrs.	140 hrs.	124.4 hrs.

[1] Semester hour signifies one hour a week for sixteen weeks, with the exception of laboratory courses, in which two hours of laboratory work are equivalent to one recitation hour.
[2] Totals in columns other than average do not equal the total of the above number, as no one institution has either the highest or lowest requirements in all of the subjects listed.
[3] Social Science includes history, philosophy, economics, sociology, Bible and ethics.

Need for standardization was shown, too, in the amount of credit that should be granted to graduates of a standard two-year normal school, for teaching experience, and for research and publication. The tables show the wide range that is common at the present time.

Credit granted to graduates of a standard two-year normal:

Number of Institutions	Number of hours granted
2	64 semester hours
5	60 semester hours
2	54 semester hours
1	48 semester hours
1	40 semester hours
3	30 semester hours
1	8 semester hours
4	0 semester hours
3	deals with each case individually
Average all institutions	38 semester hours

Credit granted for teaching experience:

Number of Institutions	Number of hours granted
1	maximum of 12 hours
1	maximum of 8 hours
2	maximum of 6 hours
17	no credit granted

Undergraduate credit granted for research and publication:

Number of Institutions	Number of hours granted
5	1 to 6 semester hours
17	no credit granted

Thus, from whatever angle one looks at the professional course as established at present, one is forced to admit that there is no standard and a definite lack of a professional attitude. And yet, despite this lack of standardization, the granting of a special degree, the development of a course of study, and the giving of college credit for normal school training and professional experience, all point to the changed attitude of the college and the university. Through the development of departments of education, the increasing of subject matter and the creation of a definite professional degree, the college has recognized at least, its responsibility for the professional training of the new teacher.

Parallel with this development has been a similar recognition of the need for the training of teachers in service. The increasing requirements set by the state departments and the growth of a professional spirit among the teaching staff has made this phase of teacher preparation develop to as great, or even greater proportions than the training for new teachers. Resident extension courses in 1922 were given by forty-four institutions in the United States other

than normal school, and agricultural and mechanical colleges. Approximately sixty per cent of the personnel of the 92,000 students enrolled was made up of teachers in service. Then, too, the development of summer schools from that first series of Chautauqua lectures to the present status when 160,000 teachers, thirty-four per cent of all the teachers in the United States, attended some summer session last summer, is an enormous development. And yet this growth has been made in the incredibly short period of about eighteen years. This development has very naturally given rise to the question as to how far the courses given shall be the type of methods and review subject matter given in the normal school and how much they shall be theoretical and cultural as given in the traditional college. The state normal schools, in developing a four-year program, have gone to one extreme; the college, in retaining its traditional subject matter, has remained at the other. The former tends to over-emphasize the professional phase of teaching at the cost of cutlural and theoretical background; the latter tends to stress the non-professional and theoretical at the expense of its practical application. Somewhere between the two extremes lies the proper course to pursue.

Thus, in the professional preparation of new teachers, the college has gone a long way, with still a long way to go in the standardization of courses and of the professional degree. In the training of teachers in service also, colleges and universities have made great strides. We trust that this little experiment in teacher training, combined with many experiments of like nature conducted throughout the United States, may at least suggest a possible course of sane and progressive teacher training. Only as colleges and universities accept full share of the responsibility for the professional training of teachers, and, through whole-hearted co-operation with the public schools, keep alive to the practical problems and developments of school administration and class-room procedure, can they play their full part in guiding public education through this trying period of change and reorganization.

Wherever we are, either as individuals or as institutions, engaged either in the task of teaching or of teacher training, we must as individuals and as institutions, accept the statement of Doctor Briggs as our own: "To improve God's work, what audacity, and yet, His Will and our privilege."

Mr. G. W. Willett, Principal of Lyons Township, La Grange, Illinois, moved to proceed to the order of business. Carried.

The nominating committee through its chairman, Mr. Clarence P. Quimby, Principal High School, South Manchester, Connecticut, reported as follows:

President, William E. Wing, Principal Deering High School, Portland, Maine.

First Vice President, H. L. Miller, Principal of University High School, University of Wisconsin.

Second Vice President, A. J. Burton, Principal East High School, Des Moines, Iowa.

Secretary-Treasurer, H. V. Church, Principal J. Sterling Morton High School, Cicero, Illinois.

Member of Executive Committee, L. W. Brooks, Principal High School, Wichita, Kansas.

The report of the nominating committee was approved by the Association.

Mr. Church presented the following amendment to be known as section 2 of article III:

Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of one dollar a year, provided such principal or executive head joins the Association through the medium of a state organization of high-school principals.

Mr. Quimby presented the following amendment to the constitution. To amend article IV: The officers of the Association are a president, first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, *ex-officio,* and the three most recently retired presidents.

It was moved by Principal H. B. Loomis, Hyde Park High School, Chicago, Illinois: That the Executive Committee of this Association confer with the proper committee of the North Central Association to see if some of the matters proposed for investigations this morning may not be taken up for investigation by the North Central Association. Carried.

It was moved by Principal G. W. Willett, Principal Lyons Township High School, La Grange, Illinois, that the incoming president

be empowered to appoint as delegates to the Edinburgh meeting such members of the Association as desire to attend. Carried.

The President adjourned the meeting.

MEETING OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS AT HOTEL SINTON, CINCINNATI, O.

Sunday, February 22, 1925, at 3 p. m.

Present: President Edward Rynearson, C. P. Briggs, M. R. McDaniel, L. W. Brooks, and H. V. Church. Absent: E. J. Eaton, Merle Prunty, L. W. Smith, H. V. Kepner, and William Wing.

The minutes of the meeting of February 24, and of February 27, 1924, were read and approved.

The matter of encouraging junior honor societies in high schools and of setting up close relations with the Phi Beta Kappa organization was, on motion of Mr. Brooks and a second by Mr. McDaniel, delegated to President Rynearson with instructions to report at the meeting of 1926.

On motion of Mr. McDaniel and a second by Mr. Briggs, the meeting adjourned to Monday, February 23, 1925, at 8:30 a. m.

Monday, February 23, 1925.

Present: President Edward Rynearson, C. P. Briggs, M. R. McDaniel, L. W. Brooks, H. V. Kepner, Merle Printy, and H. V. Church. Absent: L. W. Smith and William Wing.

The following names were placed in nomination on the motion of Mr. Briggs and the second of Mr. Kepner; R. R. Cook, Principal of Roosevelt High School, Des Moines, Iowa; F. J. Du Frain, Principal, High School, Pontiac, Michigan; E. J. Eaton, Principal, High School, Youngstown, Ohio; John Rush Powell, Principal, Soldan High School, St. Louis, Missouri; Merle Prunty, Principal, Central High School, Tulsa, Oklahoma; L. W. Smith, Principal, Joliet Township High School, Joliet, Illinois, were placed in nomination to succeed the three members of the National Council whose terms expire at this time.

The special case of a principal of a high school, who had been careless in his interpretation of the constitution of the National Honor Society to the end that he allowed more than fifteen per cent of the graduating seniors of his senior class of 1924 to become members

of the National Honor Society, was considered. The secretary was instructed to inquire of the superior of this principal whether there were any extenuating conditions which would disallow the decision of the National Council that the charter of the chapter of the school in question should be suspended a year from notice or until the National Council could be assured that no further improper interpretations would be made by the guilty principal. This action was on motion of Mr. Briggs and of second by Mr. McDaniel. It was also a part of this motion that if no reply was received from the superior of this principal within thirty days that the charter of the chapter above should be suspended as above.

On motion of Mr. Brooks, seconded by Mr. Prunty, the Council adjourned.

H. V. Church, Secretary.

CONSTITUTION

OF THE

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

ARTICLE I—AIM

The aim of this Association is to promote the interests of secondary education in America by giving special consideration to the problems that arise in connection with the administration of secondary schools.

ARTICLE II—MEMBERSHIP

Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of two dollars.

The annual dues of members are two dollars, which shall be paid at the time of the annual meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

The right to vote and hold office in the Association is open to all members whose dues for the year have been paid.

ARTICLE III—COMMITTEES

The president shall appoint a committee on resolutions and a committee on nominations. The committee on resolutions consisting of seven members to be appointed at least two months before the annual meeting; the committee on nominations of eleven to be appointed at the first session of the annual meeting. These committees shall report at the annual business meeting of the Association.

ARTICLE IV—OFFICERS

The officers of the Association are a president, a first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, ex-officio, and three additional members.

The duties of the president, vice-president, secretary, and treasurer are such as usually appertain to these officers. It is the duty of the executive committee to co-operate with the president in prparing the program of the meetings of the Association, and in carrying out the actions of the Association.

ARTICLE V—MEETINGS

The Association will hold one meeting a year. This annual meeting is held at the time and place of the meeting of the Department of Superintendence of the National Education Association.

ARTICLE VI—AMENDMENTS

The constitution may be amended by a majority vote of those present and voting at the annual meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Association thirty days before the annual meeting. In case the latter method is used, such proposed amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Association.